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ABSTRACT

This multidisciplinary preschool nutrition education curriculum was written for use in the instruction of 3- to 5-year-olds in the National Head Start program. Introductory notes on cooking experiences for Head Start children and suggested menus for young children are followed by nine units. The curriculum incorporates a variety of teaching techniques and learning experinces which allow for flexibility and easy adaptation. Lessons are detailed enough to allow individuals with no formal teaching experience or nutrition training to present worthwhile nutrition education activities. Lessons can be easily modified to match the capabilities of nearly all preschoolers. Many lessons encourage parent involvement and are enhanced by parent participation. All lessons provide background information, guidelines for conducting the program, and lists of resources. This curriculum is self-contained; no other materials, except art supplies, food, and food preparation equipment, are needed. A list of 269 references, including preschool curricula, books for preschoolers, materials for teachers and parents, and audiovisual materials for preschoolers, teachers, and parents is appended, as is a list of sources of inexpensive nutrition education teaching aids. (RH)

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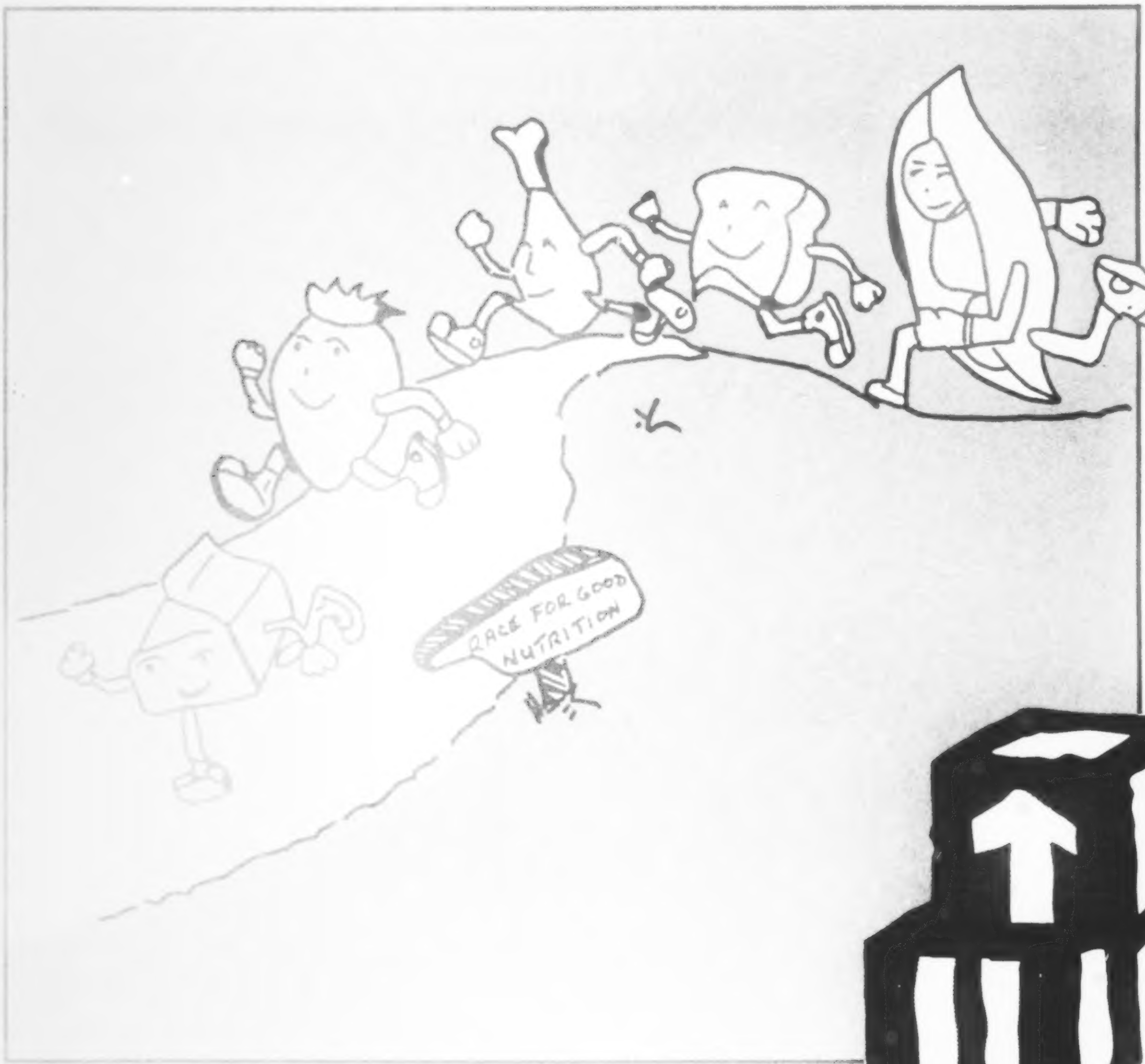
HEAD START NUTRITION EDUCATION CURRICULUM



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to Montclair State College,
Upper Montclair, NJ 07043

FOREWORD

The Administration for Children, Youth and Families is pleased to make this Nutrition Education Curriculum and Parent Nutrition Kit available to all Head Start programs. It has been pilot tested in rural, urban, American Indian and migrant Head Start classrooms. It has been revised based on the experiences of the Head Start teachers and specialists in nutrition and early childhood education.

The Curriculum and the accompanying Parent Nutrition Kit will make a major contribution to the nutrition of the preschool child by promoting experiences with a variety of foods and the development of positive food habits.

Acknowledgements

Appreciation is extended to the Head Start Directors and their teaching staff who participated in the pilot test of the curriculum and to the Regional Office Staff, Administration for Children, Youth and Families, who assisted in the selection of pilot programs.

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INTRODUCTION

Early experiences with foods are very important in forming life-long attitudes that affect health and well being. Children have much to learn about foods, eating and nutrition. They are not born with the ability to choose a nutritious diet. Their food habits are learned through experience. Thus, parents and teachers alike should teach children positive health practices early in life. Nutrition education, which begins in preschool and continues throughout the school years, can help children to establish these life-long healthy eating habits.

The need for nutrition education beginning in the preschool years and continuing throughout the school years is particularly important in light of recent research results. Nutritionists recommend that Americans in general should:

Eat a variety of food.
Maintain an ideal weight.
Avoid too much fat, saturated fat and cholesterol.
Eat more starch and fiber.
Avoid too much sugar.
Avoid too much sodium.

The importance of nutrition education as a basic part of the learning experiences of children in Head Start was recognized by those who developed the program and is noted in the *Head Start Program Performance Standards.* [1] Thus, nutrition education always has received significant focus in Head Start. Teachers are enthusiastic about the nutrition component of the curriculum when they see how nutrition education enhances learning in many subject areas.

The teaching of good food habits through nutrition education is facilitated by teachers and food service personnel working together to coordinate the nutrition lessons with the meals and snacks that are served to the children. Nutrition activities can be planned using foods that are included in the day's menus for the lunch and snack. In this way, no extra expense will be involved, and the snack prepared will be the snack for the day. Suggested menus that meet the nutritional requirements are shown in *Planning Guide For Food Service in Child Care Centers* [2] (see pages xvii-xx).

Meal times and food are a part of the total educational program. The nutritional goal of the meal pattern for Head Start is to promote the optimal nutritional status of the children as determined by the *Recommended Dietary Allowances.* [3]

Multidisciplinary Approach

A multidisciplinary approach to nutrition education provides teachers with nutrition education lessons which can also be used to teach the skills and concepts of art, language, math, music, physical development, science, social development and social studies. The figure on page xxi describes graphically the multidisciplinary characteristics of nutrition education.

This multidisciplinary preschool nutrition education curriculum, Children, Get A Head Start On The Road To Good Nutrition, has been specifically written for children ages three, four and five years old who are participating in the National Head Start program. The curriculum was designed to promote learning in three to five year olds. Although children in this age group vary greatly in their abilities and skills, the lessons in this curriculum are written so that they can be easily modified to the skills and capabilities of practically all preschoolers.

In order to provide for the diverse characteristics of preschoolers across the country, this curriculum has incorporated a variety of teaching techniques and learning experiences which allow for flexibility and easy adaptation. For example, all lessons are designed to be used as they appear in the curriculum or they can be modified to match the needs and interests of children in any Head Start setting. For example, many stories and poems can be easily adapted to specific classroom needs, to reinforce concepts taught in other subject matter areas or to utilize existing classroom materials. In addition, names of children in your classroom can be substituted for character names appearing in the stories, songs or poems.

Adapted from: Beginnings and Beyond: Foundations in Early Childhood Education. A. Gordon and K. Brown, Delmar Publishers, Inc., Albany, New York, 1985, p-301)

Multicultural Diversity

The multicultural diversity of the United States and the National Head Start program has also been recognized during the development of this curriculum. Some lessons have been developed to incorporate the characteristics and traditions of many cultural, ethnic and regional groups into food preparation activities, games, stories, poems and songs. Existing lessons can also be adapted to reflect more fully specific cultural, ethnic or regional interests and differences by changing story character names, selecting cultural, ethnic or regional foods to use during food preparation activities, or adding pictures of cultural, ethnic or regional foods to the lessons.

Teaching Ease

A special feature of this curriculum is that the lessons are detailed enough to allow individiduals who have no formal teaching experience or nutrition training to present worthwhile nutrition education activities. All lessons provide background information, specific guidlelines for conducting the program and pertinent resources. Many lessons, especially food preparation and field trip activities, encourage parent involvement and are actually enhanced by parent involvement. The symbol P appears beside the lesson titles to indicate that parent involvement enhances the quality of that lesson. Parent involvement at school has several benefits: parents can manage and generate new ideas, parents get an opportunity to learn about nutrition and parents see what their children are doing at school and can reinforce this learning at home.

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[1] U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families Head Start Bureau, Head Start Program Performance Standards (45-CFR 1304), Washington, DC, November 1984.

[2] U.S. Department of Agriculture, Food and Nutrition Services, *A Planning Guide for Food Service in Child Care Centers* (FNS-6 4) Washington, DC Revised January 1981, slightly revised September 1985.

[3] National Academy of Sciences, *Recommended Dietary Allowances,* Ninth Revised Edition, 1980, Washington, DC, February 1986.

Teachers can link home and school by communicating with parents on a regular basis. This communication can help teachers to understand each child better. It also presents an opportunity to guide parents and possibly improve their parenting skills. A good parent-teacher rapport often helps parents to understand the educational needs of their children and extend learning experiences to the home. Appendix B of this curriculum contains several newsletters that can be used to inform parents of the nutritional activities in your Head Start program. The newsletters also provide nutrition and child development information for the parents and activities that parents can do at home to reinforce the concepts taught at school.

Another important characteristic of this curriculum is that it is self-contained. No other materials (except art supplies, food and food preparation equipment) are needed. All story and food pictures, card games, songs, poems and stories are included in each lesson. This makes teaching nutrition via this curriculum time, energy and cost efficient.

How To Use This Curriculum

Children, Get A Head Start On The Road To Good Nutrition has been organized into nine Units:

1. Food Makes Me Me
2. Planning to Feed Me
3. Clean Eating
4. Variety Surrounds Me
5. Food Is Sens-ational
6. Food Origins
7. Body Building Basics
8. Eating The Basic Way
9. Special Occasion Foods

The Units should be taught in sequence because each Unit builds on the concepts taught in the previous ones. However, if an occasion arises when a lesson in another Unit would be appropriate, use the lesson rather then missing a "teachable moment." Unit 9: Special Occasion Foods, is a supplementary Unit. The lessons in this Unit can be used to enrich the nutrition education program at any appropriate time in the classroom.

Each Unit is presented in the same manner and contains numerous lessons. The *Introductory Page of each Unit presents the major ideas or concepts included in that Unit. This introductory page identifies the Unit Title, Grand Ideas, Teacher Know How and Objectives of the Unit.*

Each introductory page follows this format:

Unit Title

Describes the focus of the Unit.

Grand Ideas

Explains the child-oriented goal(s) of the Unit and a brief rationale for the goal(s).

Teacher Know How

Provides a summary of background information for the teacher. Resource materials (books, films, filmstrips, posters and photographs) pertinent to the concepts taught in the Unit maybe listed here. These resources can usually be obtained from the sources listed in Appendix A.

Objectives

Describes the skills and knowledge the children should be able to demonstrate after participating in the Unit lessons.

The *First Lesson* in each Unit introduces the Unit concepts and provides a framework for all other lessons in the Unit. It is recommended that the teachers begin all of the Units with the first lesson. The first lesson is always a circle time activity, such as a flannel board story, poem, song or rhyme.

All of the lessons that follow the first lesson in a Unit are designed to reinforce or expand upon the ideas and concepts presented in the first lesson. These lessons use a variety of teaching techniques to achieve the Unit concepts. It is recommended that several of the teaching techniques be used to accomplish the Unit objectives. The order in which all other lessons in a Unit are taught is flexible.

Each of the Lessons follow the same format:

Lesson Title

The name of the Lesson.

To Know and Learn

Briefly describes the skills and knowledge the children will achieve and how these are to be achieved.

Materials Needed

Describes the materials and resources that need to be gathered to teach the lesson. All stories, songs, poems and games are included. When food pictures or story illustrations are required, they are also included in the lesson. Some activities require art supplies, food preparation equipment, food and/or other easily obtained materials.

Directions

Provides a systematic method for presenting the lesson and discussing the nutrition content.

A list of books, booklets, audiovisual materials and curricular guides for preschoolers and/or parents and teachers of preschoolers are often included in this section. Most of these resources may be available at your local Cooperative Extension Service, school district libraries, public libraries or local colleges and universities. The Food and Nutrition Information Center (FNIC) will loan many of these resources (especially audiovisuals) to:

1. Head Start and Day Care personnel
2. All school staff including teachers, food service personnel and media centers
3. State Departments of Health or Education
4. Cooperative Extension Services
5. NET Program Staff
6. Libraries
7. University faculty
8. Other organizations which receive either USDA funds or commodities

Three audiovisuals may be borrowed per request for a period of three weeks. An unlimited number of books may be borrowed for one month. There is NO CHARGE for this service. Please mail the list of materials you wish to receive on letterhead to:

The Food and Nutrition Information Center (FNIC)
National Agricultural Library
Room 304
Beltsville, Maryland 20705
(301) 344-3719

Catalogs of FNIC's resouces in food and nutrition are published by:

The Oryx Press
2214 North Central at Encanto
Phoenix, Arizona 85004
1-800-457-ORYX

Loan copies of the catalogs may be requested from FNIC by the Head Start staff.

Additional references for preschoolers, parents and teachers are included in Appendix A of the curriculum. Also included in Appendix A of the curriculum are resources and addresses for sources of inexpensive Nutrition Education Teaching Aids.

Food For Thought

Identifies immediate and measurable techniques for assessing children's learning. The techniques can be used to determine whether the lesson accomplished its goals and if additional time should be spent on the concepts taught.

Each lesson has a subject matter emphasis in addition to nutrition. A multidisciplinary approach to nutrition is accomplished by combining the teaching of nutrition with other subject matter areas. For example, reading readiness, language development, basic mathematic and motor skills are enhanced through the food preparation activities and card games. The subject matter areas that the lesson emphasizes are identified by legends which appear in the upper right corner of the page. Legends which appear in the lessons are as follows:

Language Arts: includes dramatic and creative expression, listening skills, reading readiness and oral communication skills

Mathematics: includes sequencing, sorting, distinquishing, classifying, counting, categorizing and matching skills

Physical Development: includes large muscles coordination and fine motor skills

Food Preparation: includes basic food preparation skills, recipe reading, food selection, food safety and cleanliness skills

The Arts: includes drawing, painting, crafts and other visual art skills

Social Studies: includes the study of food-related community helpers, social skills and ethnic, cultural or regional foods

Music: includes songs and rhythmic poems.

P

This legend appears on some lessons to indicate that parent involvement will enhance the quality of the lesson. This symbol appears on all lessons with a food preparation or field trip activity.

A wide variety of teaching techniques are used in the curriculum. Along the right margin of the first page of each Lesson, a row of symbols appears. The symbols cue the educator to the overall or major teaching technique used in the Lesson. The following symbols are used:

Circle Time Activity: (usually a story, song or poem)

☆

Game: (card game, group game or puzzle)

☐

Creative Arts: (drawing, painting, collage, diorama and mural making)

◇

Food Preparation: (cooking or tasting party)

⇨

Special Notes On Cooking Experiences For Head Start Children

The preparation of food is a most important kind of experience for Head Start children. It has an immediate appeal to all the senses, arouses children's curiosity, and gives them many good experiences in observing, experimenting and discovering foods for themselves. It introduces them to foods that they have not tried before, and encourages learning about food textures, odors, tastes and consistencies.

It is not necessary to involve all of the children each time you have a cooking experience, although they should all be involved in the eating. One good technique that some teachers have used is to have one small group of children work with a volunteer or the aide in preparing some food that can be served to all of the group. Working with four or five means that there is an opportunity for every one to participate in all of the steps. It helps to have more than one set of measuring spoons, cups, and other eguipment so that two children can be measuring at one time. Children want to taste, smell and sometimes feel the ingredients before they are combined. A cupcake paper is a good container for tasting. Encourage the children to talk about how it tastes and feels, and to discuss what happens to the consistency of jello powder when you add water, and when you refrigerate it, or bread when you toast it, butter when you melt it, or vegetables when you cook them.

Many Head Start teachers keep an electric skillet in their classrooms and there is a cooking experience involving some children almost every day. One day a beef stew with vegetables is bubbling in the housekeeping center. Another day whole beets are brought in, examined, washed, and cooked. Children are very eager to eat what they themselves have cooked. Teachers can further reinforce the learning from cooking experiences in many ways, (for example, having some mounted pictures of the way beets look as they come from the garden, and the way they look after being cooked, or singing a song about a man whose "head was made of a beet, arms of carrots, feet of radishes" and so on, and by using flannel vegetables to make the man on the flannel board). If creative dance is a part of your program, children might move the way their spoons move as they stir or jump the way the kernel pops when they make popcorn.

Sometimes your cooking experience can be tied in with a trip to the grocery store or a visit to a nearby garden. Your class may visit a child's garden in the neighborhood, pick green beans and bring them back to school to cook. This activity can be reported to parents in a Head Start Newsletter which children take home with them.

Cooking can contribute to the development of children's thought processes in many areas:

What Is Learned When Children Cook?

Math

1. Measuring—tablespoon, teaspoon, cup
2. Counting
3. Measurements—dozen, pound, weight
4. Oven temperatures
5. Sequencing—recipe directions
6. Classifying foods—food groups, colors, shape

Science/Discovery

1. Planting and how all things grow
2. Solids to liquids, liquids to solids
3. Heat and cold
4. Sense awareness—development of a sense of smell, taste, touch, sight and hearing
5. Nutrition awareness
6. Food changes during cooking

Language Arts

1. Listening skills—following a recipe
2. Sequential learning—repeating recipe steps in order
3. Dictating a recipe to the teacher and watching it being written down
4. Letter recognition—isolating letters in a recipe
5. Word recognition—isolating words in a recipe
6. Adjective growth—increase of descriptive terms
7. Formation of a cookbook
8. Dictating stories about favorite foods, least favorite foods
9. Following directions

Creative Dramatics and Music

1. Role playing—parents' cooking role, children's role, restaurant visit
2. Dancing—get the feel of the ingredient and act it out
3. Making up or learning songs about the ingredients
4. Practicing rhythms—stirring and kneading
5. Learning new sounds

Social Studies

1. Learning about the different ways the same food is made in different areas
2. Learning about food from different cultures—the discovery of new tastes, food patterns and other lands
3. Learning how to work together, share and cooperate
4. Learning how to plan with one another
5. Learning about community helpers who provide food for us to buy and eat

Art

1. Making a food collage
2. Drawing pictures of the food prepared
3. Illustrating a recipe

4. Molding food into sculptures—candy, cookies and bread dough
5. Observing color, texture and form

Physical Development

1. Learning new fine motor skills—knead, roll, stir
2. Experiencing new smells, textures, sounds and tastes

Cooking experiences must be carefully planned, organized and supervised. Extra hands can contribute to a successful activity, so try to involve parents in cooking activities. Follow these simple classroom cooking rules:

1. Be well prepared—have all the ingredients and equipment on hand. Whenever possible, plan cooking activities that use food items that are on the menu for the week.
2. Keep it simple—be sure that the children, not the teacher, can prepare the recipe. This is a big consideration in self-concept growth. Also, try to select food other than cookies and sweets to prepare and serve.
3. Wash hands before starting.
4. Work in small groups.
5. Let children use all of their senses with each ingredient—let them smell, feel, hear, observe and taste.
6. Let the children be creative- the learning is in the doing, not in the perfection of the end product. [2]
7. If one group is to work in the housekeeping area preparing food, others should know that the experience will be repeated at another time so that they can also participate.
8. The plastic knives with serrated edges work for most peeling and cutting of fruits and vegetables. However, since many children will use paring knives or sharp knives at home, it may be a good idea to teach them how to safely use these knives under supervision.
9. The teacher or aide assumes the responsibility for the hot plate or electric skillet. [1]
10. While eating the food, encourage children to discuss the sequence of its production. The picture recipes can be cut into pieces for the children to use to practice sequencing skills.
11. Invite parents to sample foods their children have prepared.

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[1] How-to-Do-It Bulletin XVII, Cooking Experiences for Head Start Children, August 22, 1969 and;

[2] Advisory and Learning Workshop, Coping with Kids While Cooking, S. Ostrow, 1977).

Suggested menus for young children

Pattern	1st Day	2nd Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	**Orange juice**—1/2 cup **Biscuit** — 1 **Milk**—3/4 cup **Baked scrambled egg**—2 tbsp.	**Sliced banana**—1/2 cup **Cornflakes**—1/3 cup **Milk**—3/4 cup
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Milk**—1/2 cup **Cinnamon toast**—1/2 slice	**Tomato juice**—1/2 cup **Cheese stick**—1/2 oz.
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	**Meat loaf**—1 slice (1-1/2 oz. meat) **Green beans**—1/4 cup **Pineapple cubes**—1/4 cup **Bread**—1/2 slice **Milk**—3/4 cup	**Baked chicken**—(1-1/2 oz. meat) **Mashed potatoes**—1/4 cup **Peas**—1/4 cup **Carrot stick** **Roll**—small **Milk**—3/4 cup
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Mixed fruit juice**—1/2 cup **Celery sticks with peanut butter** — 1 tbsp.	**Milk**—1/2 cup **Oatmeal cookie**—1

3rd Day	4th Day	5th Day
Apricot halves—1/2 cup **Blueberry muffin** — 1/2 muffin **Milk** — 3/4 cup	**Fruit cup**—1/2 cup **Hard cooked egg**—half **Toast**—1/2 slice **Milk**—3/4 cup	**Grapefruit sections**— 1/2 cup **Rolled oats**—1/4 cup **Milk**—3/4 cup
Milk—1/2 cup **Dry cereal**—1/3 cup	**Orange juice** — 1/2 cup **Toasted raisin bread**— 1/2 slice	**Grape juice**—1/2 cup **Enriched soda crackers**—2 **Peanut butter**
Chicken vegetable soup—1/2 cup (1 oz. meat, 1/4 cup vegetable) **Peanut butter and jelly sandwich**—1/4 (1 tbsp. peanut butter) **Green pepper stick** **Sliced peaches**— 1/4 cup **Milk**—3/4 cup	**Spaghetti and meat sauce**—1/2 cup (1-1/2 oz. meat) **Peas**—1/4 cup **Green salad**— 1/4 cup **French bread**— 1/2 slice **Milk**—3/4 cup	**Fish sticks**—3 (1-1/2 oz. fish) **Spinach**— 1/4 cup **Fresh pear half**—1/4 cup **Corn bread**—1 square **Milk**—3/4 cup
Apple juice—1/2 cup **Soft pretzel** — 1	**Milk**—1/2 cup **Peanut butter cookie** **Turnip stick**	**Cottage cheese dip** — 1/4 cup with zucchini sticks **Melba toast** — 3

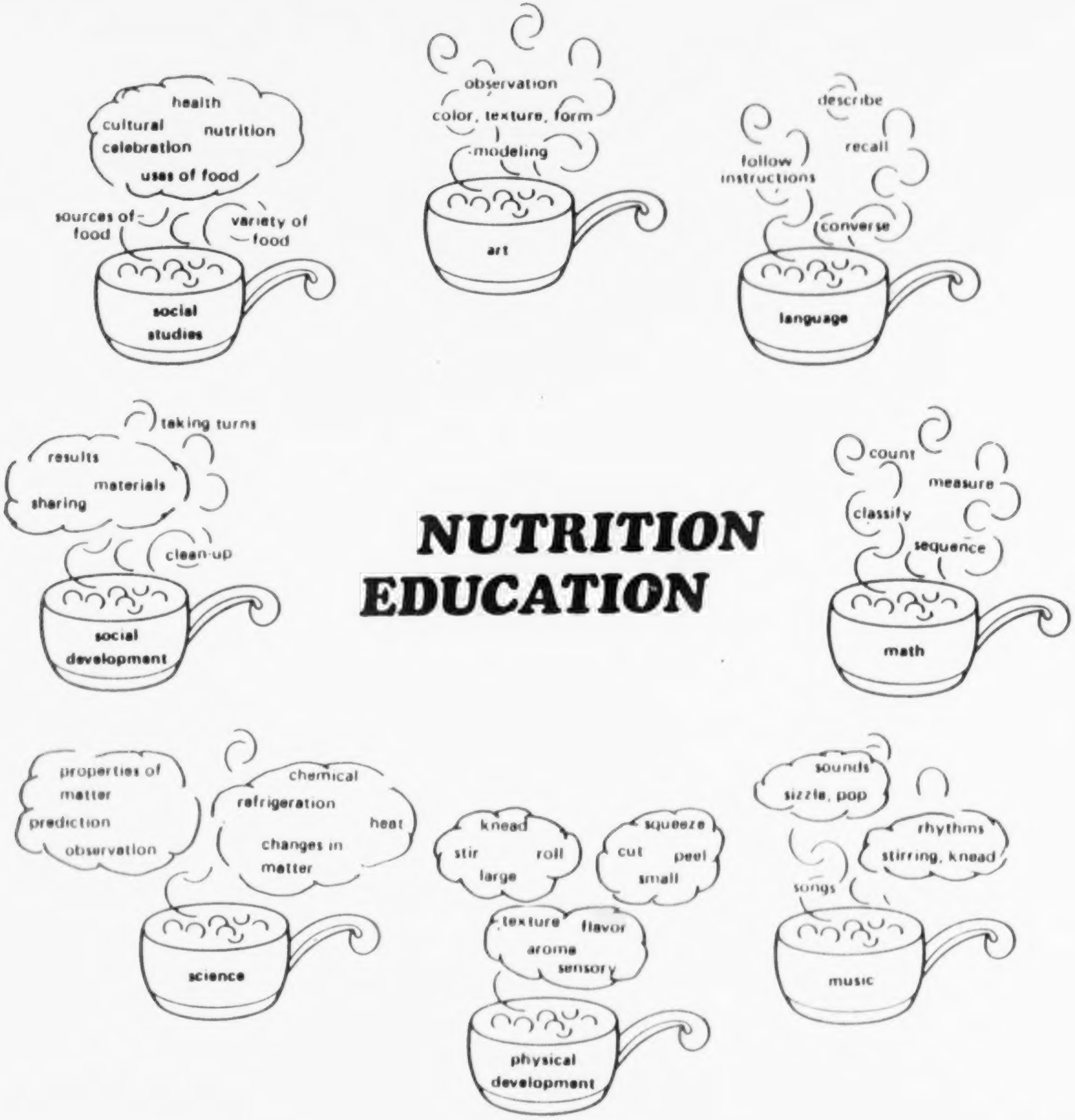
Suggested menus for young children

Pattern	6th Day	7th Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	**Purple plums** — 1/2 cup **Cheese toast**—1/2 slice **Milk**—3/4 cup	**Orange juice**—1/2 cup **Enriched English muffin**—1/2 **Milk**—3/4 cup
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Grapefruit juice**—3/8 cup **Carrot sticks**—3 **Whole grain rye wafers**—2	**Dry cereal**—1/3 cup w/banana slices **Milk**—1/2 cup
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	**Swiss steak cubes**—1/4 cup (1-1/2 oz. meat) **Mixed vegetables**—1/4 cup **Orange sections**—1/4 cup **Rice**—1/4 cup **Milk**—3/4 cup	**Macaroni, cheese and ham casserole**—1/3 cup (1-1/2 oz. meat and cheese) **Green beans** — 1/4 cup **Fresh fruit cup**—1/4 cup **Pita bread** — 1/2 round **Milk**—3/4 cup
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Milk**—1/2 cup **Granola bar** — 1 small	**Milk** — 1/2 cup **Tortilla** — 1/2 with refried beans

8th Day	9th Day	10th Day
Sliced peaches— 1/2 cup **Corn grits**—1/4 cup **Milk**—3/4 cup	**Applesauce**—1/2 cup **Scrambled egg**—2 tbsp. **Whole wheat toast**— 1/2 slice **Cocoa**—3/4 cup	**Tomato juice**—1/2 cup **Farina**—1/4 cup **Milk**—3/4 cup
Apple juice— 1/2 cup **Bagel** — 1/2 bagel	**Orange juice**—1/4 cup **Muffin**—1/2 muffin **Raisins**—1/4 cup	**Milk**—1/2 cup **Enriched soda crackers**—2 **Peanut butter**
Pizza — 1 piece (1–1/2 oz. meat, crust) **Green salad** — 1/4 cup **Tomato wedge**—1/4 cup **Milk**—3/4 cup	**Lean beef patty**— 1-1/2 oz. **Whole wheat bun**— 1/2 bun **Carrots**—3/8 cup **Apple wedge**—1/8 cup **Milk**—3/4 cup **Chocolate pudding**— 2 tbsp.	**Salmon loaf**—1 piece (1-1/2 oz. fish) **Boiled potatoes**— 1/4 cup **Broccoli**—1/4 cup **Roll** **Milk**—3/4 cup
Pineapple chunks — 1/4 cup with cottage cheese **Bread sticks** — 2	**Milk**—1/2 cup **Saltines** — 4 with cheese	**Fresh fruit cup**— 1/2 cup **Bran muffin** — 1/2 muffin

From: A Planning Guide for Food Service in Child Care Centers. U. S. Department of Agriculture, Food and Nutrition Service, FNS-64.

NUTRITION EDUCATION


health
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social studies
observation
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large
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peel
small
texture
flavor
aroma
sensory
physical development
sounds
sizzle, pop
rhythms
stirring, knead
songs
music

Adapted from: *Beginnings and Beyond: Foundations in Early Childhood Education*. A. Gordon and K. Brown, Delmar Publishers, Inc., Albany, New York, 1985, p.301).

UNIT 1

Food Makes Me Me

Grand Ideas

I need to try new foods.

I need to eat a variety of foods.

There are many different foods that I can eat.

Children like to explore their worlds. Part of this exploration includes trying new foods and becoming aware of cultural, ethnic, and regional food differences. Young children need to try new foods so that they will become aware of the availability of different foods and learn to like and eat a wide variety of foods.

Teacher Know How

Nutrition is the foundation of good health. The food children eat plays a major part in shaping their health and well-being throughout life. No one is born knowing how to select good foods, it is a skill that everyone must learn. Ideally, nutrition education should begin in preschool because this is when the foundation for life-long eating habits is established.

The goal of preschool nutrition education is to provide opportunities for children to enjoy and feel good about food. The willingness to taste and accept new foods is an especially important goal for preschool children. Most young children have seen and tasted a limited number of foods. If given the opportunity to taste and explore new foods in positive and supportive surroundings, children are more apt to develop a good attitude toward food and eating.

Parents and teachers are in an ideal position to guide children in learning good eating habits. Children live what they learn. That is, preschool children are great imitators. They imitate playmates, their parents and other family members and their teachers. Thus, it is important for parents and teachers to demonstrate positive, healthy behaviors at mealtimes. If an adult refuses to try a food, makes negative comments or makes faces at foods, no amount of coaxing is going to convince a child to taste the food. It is important to think about what we say about food and the way we look and act when food is served. It is much easier to develop good food habits than to "undo" poor ones.

Nutrition education is also an excellent way to help children experience similarities and differences among people. For example, everyone must eat, but we may choose to eat different foods. The foods we choose to eat vary according to our ethnicity, culture, religion, nationality and even where we live. The food customs of the United States are diverse so it is especially important that children learn at an early age to accept these differences. Exposure to ethnic, regional and cultural foods through cooking experiences and tasting parties can help children understand and accept themselves and others.

The purpose of this unit is to help children develop some basic nutrition skills and knowledge. They will have the opportunity to explore their feelings about tasting and eating new foods. Mealtime is a good time to implement or reinforce many of the concepts taught in this unit.

Teachers may want to begin discussing the relationship of food and eating to growth in this unit. The lesson, Watch Me Grow (7-12), can be used to facilitate the understanding of this concept by preschoolers. In addition, if this lesson is begun now, the children will have grown by the is time UNIT 7 is taught.

The following books can be used to reinforce the concepts taught in this unit and are especially useful for introducing new foods:

Bread And Jam For Francis (R. Hoban, Harper and Row, New York, 1964).

Gregory The Terrible Eater (M. Sharmat, Scholastic Book Service, New York, 1980).

Food Is Good: Book 1—Kim Likes To Eat (Yakima Home Economics Association, P. O. Box 2424, Yakima, Washington 98902, 1973).

How To Make Elephant Bread (K. Mandry and J. Toto, Pantheon Books, New York, 1971).

Quantity Ethnic And Vegetarian Recipes For Head Start Centers (San Francisco State University, 604 Font Boulevard, San Francisco, California 94132).

Objectives

Children will accept and try a variety of new foods.

Children will describe how they feel about trying new foods.

1,2,3,4 I Think I'll Try Some More

To Know and Learn

By listening to *Maggie's Secret* children will learn that eating new foods can be fun. They will also learn that it is important to eat a variety of foods in order to grow big and strong.

Materials Needed

Maggie's Secret story on page 1-3
food and story pictures on pages 1-19—1-20
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and story pictures on pages 1-19—1-20.

Read *Maggie's Secret* on page 1-3 the children. Thumbtack or tape the food and story pictures to a flannel board, bulletin board, blackboard or wall to illustrate the story.

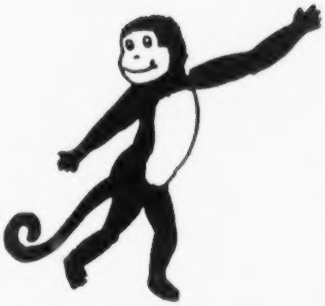
After the story has been read, ask the children to answer the following questions:

What foods had Maggie never tried? *(tortillas, tomatoes, beans, corn, zucchini and mushrooms)*

What are the colors of these foods? *(brown, red, yellow, green and white)*

What are the shapes of these foods? *(round and long)*

Why is it important to try new foods? (to eat a variety of foods)



What was Maggie's secret? *(try new foods to grow big and strong)*

This lesson is particularly effective when a new food is served after the story.

The following books can be used to reinforce the concepts taught in this lesson:

Bread And Jam For Francis (R. Hoban, Harper and Row Publishers, Inc., New York, 1964).

Hamburgers And Ice Cream (E. Clymer, Dutton, New York, 1975).

Food Is Good: Book 1—Kim Likes To Eat (Yakima Home Economics Association, P. O. Box 2424, Yakima, Washington 98902, 1973).

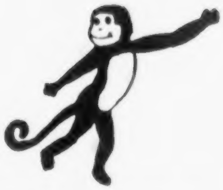
Gregory The Terrible Eater (M. Sharmat, Scholastic Book Service, New York, 1980).

Food For Thought

Have the children name one new food they have tried recently. Ask them to describe where they ate the food and who else was there when they ate the food.

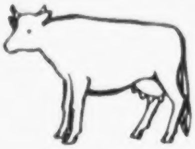
☆

MAGGIE'S SECRET



"Hello, my name is Maggie the Monkey.

I am happy as can be because I know a secret that is good for me. Do you know what my secret is? Then let me tell you my story now, and then I have got to go tell Bessie the Cow.



There once was a time when I never tried new foods. And to every offer of tortillas, tomatoes or beans I was rude.

I never ate foods colored white, red or brown or foods that have a shape I call round. At corn, zucchini and mushrooms I frowned.

Now, I look back and think, oh what a clown. Because eating new foods everyday, is the best way to grow big and strong, I'd say. So don't frown when a new food is on your plate. Say hello new food, happy to meet you mate!

And when you see that new food on your plate, remember me and my secret for... saying yes, please, I'll try some more. Because...

I never liked to try new foods.
But now every time I do,
I find another tasty treat
That's also good for me to eat."

Green Eggs?

P

To Know and Learn

Children will practice trying new foods by reading the Dr. Seuss book, *Green Eggs and Ham, and Making Scrambled Eggs.*

Materials Needed

Green Eggs and Ham story *
Scramble Them Green picture recipe on page 1-21
eggs
pureed parsley or spinach
stove or hot plate
pan
whisk
fork
spatula
bowl
spoon
paper cups

Directions

Read *Green Eggs and Ham* to children. It is a story about a character who would not try green eggs and ham until he was convinced to eat them by Sam-I-Am. He eventually tries the green eggs and ham and likes them.

After the story has been read, ask the children the following questions:

What does Sam want the character to do? *(eat green eggs and ham)*

Why won't the character eat the green eggs and ham? *(he says he does not like them)*

Did the character ever try green eggs and ham before?, *(no)*

Why does Sam-I-Am want the character to try them? *(he might like them)*

Does the character finally try the green eggs and ham? *(yes)*

Does the character like the green eggs and ham? *(yes)*

Ask the children if they would like to eat green eggs.

How could we make the green eggs?

What would we do first?

Display the *Scramble Them Green* picture recipe on page 1-21. Review the directions with the children until they know them well. Have the children:

- break the eggs and beat them in a bowl
- add pureed parsley or spinach
- heat eggs in pan until firm or cooked

After the eggs have been cooked, ask the children to answer the following questions:

What color are the scrambled eggs?

Have you ever tried green eggs before?

What do you think the green eggs will taste like?

Let the children eat the green eggs and ask them:

What did the green eggs taste like?

Do you like the taste of the green eggs?

What are other foods you don't want to try?

Why do you not want to try these foods?

Food For Thought

Have the children summarize the story *Green Eggs and Ham* and then give possible reasons why the character did not want to try the green eggs.

* Seuss, Dr. *"Green Eggs and Ham."* New York: Random House, 1960.

Try Me Today

To Know and Learn

Singing the *Try Me Today* song and sampling new food will help children learn that we need to try new foods.

Materials Needed

Try Me Today song below

unfamiliar or new foods (for example: apricot, date, kiwi, seaweed, mango, red cabbage and dandelionn greens)
knife
papercups
Ham and cutting board

Directions

Talk with the children about the importance of trying new foods. Point out that we need to eat new and different foods to grow big and strong.

Sing *Try Me Today* below. Repeat each line until the children know it well. Ask them to describe who needs new foods and why it is important to eat new foods.

Wash, cut and serve several foods that are new or unfamiliar to the children. Encourage children to help with the food preparation in order to enhance their experience and the likelihood that they will try the food. Also, encourage the children to try the new foods.

Have the children describe the new foods.

Sing the song again.

An adaption of *The Little Engine That Could,* story , can be used in this lesson.

Food For Thought

Ask children to explain why it is important for them to try new foods.

TRY ME TODAY

(can be sung to the tune of Armour Hot Dogs theme song)

Tall kids, small kids
(point up and down)

Kids who climb on rocks
(pretend climbing on rocks)

Old kids, young kids
(pretend old and young)

Even kids with thick socks
(point to socks or feet)

Try new foods
(point to mouth)

And eat new foods
(pretend chewing)

To grow the best they can.
(stand up straight and raise arms)

☆

I'm Trying New Foods Play

To Know and Learn

Children will describe how they feel about trying new foods by acting out their feelings.

Materials Needed

food pictures (pictures from other lessons can be used or cut out of magazines, newspapers, seed catalogs or grocery store advertisements)

Directions

Ask the children what they like about trying new foods.

Have them describe reasons why we like new foods. Reasons for liking new foods include:

- the way food tastes, looks, feels, smells or sounds
- family likes the food
- friends like the food
- the food is eaten on special occasions
- the food makes us feel good

Have the children describe how they feel when they eat a new food they like. Children can describe their feelings as happy or good. Also have the children describe their feelings when they eat a food that they do not like. These feelings can be described as sad, angry or disappointed.

Describe how our feelings can affect what we eat. We may eat more when we are happy or having fun and we may eat less when we are sad or lonely.

Also mention that we eat certain foods on special occasions. For example, we often eat ice cream and cake at birthday parties or turkey at Thanksgiving. Have children name foods they eat on holidays (for example, Cinco de Mayo or Chinese New Year) or on other special occasions (for example, baseball games or at the movies).

Ask the children to pick a food picture and to act out how they felt when they first tasted the food or when they taste the foood now. They could also describe the food. For example, grapes could be described as round, green or purple and juicy. To act out eating grapes, the children could pretend to pull a grape from a grape cluster, have it squirt when they chew it, and then smile and rub their stomachs saying "mmm-mmm good."

Food For Thought

Ask the children to describe their feelings about trying a new food by drawing a happy, neutral or sad face.

☆

Bulletin Board Tid Bits

To Know and Learn

Children will create and discuss a visual display depicting new foods that they have tried.

Materials Needed

paper
flannel board, bulletin board, blackboard, wall or large paper
thumbtacks or tape
crayons or felt tip markers
scissors
food pictures (optional)

Directions

Have the children draw or cut out two new foods that they have tried recently.

After they have drawn or cut out the food pictures, ask the children to name some of the pictures that were drawn. Ask the children to describe the color and shape of these foods.

After all the children have shown their food pictures, have a discussion. Ask the following questions:

What are the names of the new foods?

How many of the children have tried the same new foods?

What are the shapes of the foods?

What are the colors of the foods?

Where do we find the foods?

When are these foods served?

Where are these foods served?

After the discussion, have the children thumbtack or tape their pictures to a flannel board, bulletin board, blackboard, wall or a sheet of paper to make a collage.

To help the children remember some of the new foods they have eaten recently, display pictures of the foods that they have eaten for lunch. This activity may work best after a lunch when a new food was served.

Food For Thought

Have children name other new foods they have tried recently.

◇

I Tried It Badge

To Know and Learn

Children will understand that trying new foods is important.

Materials Needed

"I TRIED IT" badge pattern on page 1-22
construction paper
glue or tape
crayons or felt tip makers
scissors
ribbon or string (optional)

Directions

Ask children to name new foods they have tried recently.

Give children the badges and have them draw or color one new food they have tried recently.

Cut out the circle and a long, straight strip of colored paper (this could also be decorated, or ribbon or string could be used).

Fold the strip of paper in half and glue or tape it to the back of the *"I TRIED IT"* badge.

After the badges have been made, let each child show his or her badge to the other children and name a new food he or she has eaten. Then have the child repeat the following while pointing to the *"I TRIED IT"* badge:

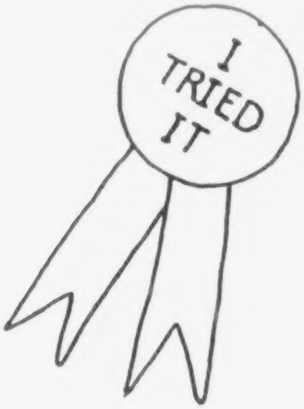
I tried a new food
It's name is (food name)
I tried this food
Have you?

Have the other children clap if they have tried the food, or put their hands on their knees if they have not tried the food.

This activity could follow a taste testing party, breakfast or lunch when a new food has been served.

Food For Thought

To determine the children's feelings about trying new foods, name a food and have them clap if they would like to try or have tried the food or put their hands on their knees if they have not tried the food.



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Happily We Eat Our Foods

To Know and Learn

Children will recognize that eating and drinking a variety of foods at each meal can be fun by singing *Happily We Eat Our Foods.*

Materials Needed

Happily We Eat Our Foods, see below.

Directions

Review reasons why we eat. Ask the children to describe why they eat (for example, food tastes good, hunger, for energy, to grow bigger and stronger, to be with other).

Read *Happily We Eat Our Foods*, see below, to the children. Ask the chidren to repeat each line of the song until they know it well. Act out eating and drinking while singing the song.

Sing *Happily We Eat Our Foods* before meals. Have the children point to the foods and act our eating or drinking each food or beverage.

Food For Thought

Ask the children to give reasons why we are happy when we eat a variety of foods at each meal.

HAPPILY WE EAT OUR FOODS

(can be sung to the tune of Merrily We Roll Along)

Happily we eat our foods
Eat our foods
Eat our foods
Happily we eat our foods
To grow up big and strong

Happily we drink our milk
Drink our milk
Drink our milk
Happily we drink our milk
To grow up big and strong

Additional verses can be inserted to accomodate the specific classroom and individual mealtimes.

Happily we eat our fruits.
Happily we eat our vegetables.
Happily we eat our meat.
Happily we eat our beans.
Happily we eat our breads.
Happily we eat our cereal.

Veggie Wedgies

P

To Know and Learn

Children will discover that vegetables are enjoyable to eat by preparing a *Vegetable Tasting Party*. They will also practice fine motor skills by washing and cutting the vegetables for the Tasting Party.

Materials Needed

Vegetables that are new to the children (for example: green pepper, red cabbage, eggplant, yellow squash, zucchini, bean sprouts, mushrooms, turnip, raw spinach, kohlrabi, beans and/or peas)

lemon yogurt
knife
cutting board
paper plates
bowls

Directions

Review the different vegetables that we eat. Ask the children to name the vegetables that they eat often.

Prepare a *Veggie Wedgies Tasting Party*. To do this, have the children:

- wash and cut a variety of raw vegetables that are not familiar to the children
- place the vegetables on paper plates
- put lemon yogurt in a bowl to be used as a dip for the vegetable wedges

Ask the children to identify each vegetable. Have them describe the color, smell, shape and feel of each vegetable.

Discuss the part of the plant that each vegetable is (stem, root, leaf, flower, seed or fruit).

Have the children eat the Veggie Wedgies and describe the sound each vegetable makes when chewed.

Vegetables can also be combined and served as a salad.

Food For Thought

Ask the children to name a variety of vegetable foods.

Indian Flapjacks

P

To Know and Learn

By making *Indian Flapjacks** children will practice food preparation skills and learn to try new and unfamiliar foods. They will also practice reading readiness, counting and fine motor skills. (*This is an adaptation of the traditional recipe of the American Indian tribes.)

Materials Needed

picture recipe on page 1-23
cornmeal
salt
water
stove or hot plate
pot
pan
bowl
spoon
spatula
paper plates

Directions

Describe a variety of foods that can be eaten. Talk about the need to try new foods continually throughout life.

Ask children to name a variety of foods.

Ask the children if they have ever tried *Indian Flapjacks* (or a similar food, such as crepe, tortilla, pita bread or other flat, round bread).

Display the *Indian Flapjacks* picture recipe on page 1-23. Review the directions with the children until they know them well. Have the children:

- mix the cornmeal and boiling water
- pinch off small pieces of dough
- roll them into a ball and flatten
- cook on ungreased pan until brown

Serve the *Indian Flapjacks* to the children and ask them to answer the following questions:

What ingredients were used to make *Indian Flapjacks?*

How can the *Indian Flapjacks* be described?

What are other names for flapjacks?

Let the children eat *Indian Flapjacks* and ask them to describe the taste and texture of the food.

The flapjacks can be served with syrup or fruit or sprinkled with powdered sugar.

The following book or others about American Indians can be used with this lesson:

Little Runner (B. Baker, Harper and Row Publishers, Inc., New York 1962).

Food For Thought

Have the children name the *Indian Flapjacks* ingredients.

⇨

Indian Pudding

P

To Know and Learn

Children will practice food preparation skills and try a new food by preparing and eating *Indian Pudding*. Children will also practice counting, reading readiness and fine motor skills.

Materials Needed

Indian Pudding picture recipe on page 1-24
oven
milk
molasses
yellow cornmeal
sugar
cinnamon
nutmeg
stove or hot plate
pan
baking dish
spoons
paper cups

Directions

Review the need to eat a variety of foods. Ask the children to name a variety of foods.

Talk about the importance of trying new and different foods throughout life. Ask the children whether they have ever tried *Indian Pudding*.

Prepare *Indian Pudding* from the picture recipe on page 1-24.

Display the picture recipe and review the directions with the children until they know them well. Have the children:

- heat milk and molasses slowly in pan
- add remaining ingredients
- cook slowly, stirring constantly until thickened (about 20 minutes)
- bake for 55 minutes at 375°F

Ask the children to name the ingredients used to make *Indian Pudding*.

Have the children serve the *Indian Pudding* in paper cups and eat the pudding. Ask them to describe the *Indian Pudding* using their senses.

Food For Thought

Ask the children to name the ingredients used to prepare *Indian Pudding* and describe them using their senses.

** This is a traditional recipe of the Native Americans from the Northeastern United States.*

Tasty Tortillas

P

To Know and Learn

By preparing and eating *Tasty Tortillas* *, children will practice food preparation skills and have the opportunity to try a new food. Children will also practice reading readiness, counting and fine motor skills during this activity. (* Tortillas are commonly eaten in Mexico, and in many Latin American and South American countries.)

Materials Needed

Tasty Tortilla picture recipe on page 1-25

flour
baking powder
lard or vegetable fat
griddle
stove or hot plate
bowl
rolling pin
spatula
paper plates

Directions

Ask the children to name a variety of foods. Describe the importance of eating different foods everyday. Emphasize the need to try new foods throughout life.

Ask the children if they have ever prepared and/or tried tortillas, Mexican pancakes or other pancake-type food (for example, crepes, egg roll skins, etc.).

Display the *Tasty Tortilla* picture recipe on page 1-25.

Review the directions with the children until they know them well. Have the children:

- combine ingredients in a bowl
- roll a small piece of dough into a pancake
- fry in an ungreased griddle until brown

Distribute the tortillas and have the children answer the following:

Name the ingredients used to make tortillas.
Describe each ingredient.

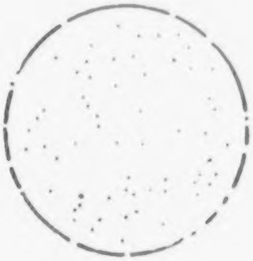
Cooked tortillas could also be filled with ground beef, cheese and/or vegetables, and then sampled by the children.

The following book or others about Mexico and Mexicans can be included in this lesson:

Amigo (B. Scheitzer, MacMillan Publishing Company, New York, 1963).

Food For Thought

Ask the children to identify the foods used to prepare the tortillas and describe them using their senses.



⇨

Wonderful Wontons

P

To Know and Learn

By preparing and eating *Wonderful Wontons* *, children will practice food preparation skills and have an opportunity to try a new food. Children will also practice fine motor, reading readiness and counting skills by participating in this activity. (* Wontons originated in the Orient.)

Materials Needed

Wonderful Wontons picture recipe on page 1-26
wonton skins **
ground, lean beef
chicken broth
stove or hot plate
griddle
pot
bowl
spatula
bowls or paper plates
spoons

** Wonton skins can be purchased in most Chinese groceries or restaurants. They may also be found in the produce section of certain supermarkets.

Directions

Ask the children to name a variety of foods. Describe the importance of eating different foods everyday.

Ask the children if they have ever prepared and/or tried wontons.

Display the *Wonderful Wontons* picture recipe on page 1-26.

Review the directions with the children until they know them well. Have the children:

- place 1 tsp. of beef in the center of each wonton skin
- fold the wonton skin in half, moisten skin slightly and seal meat inside
- pinch the two corners of the wonton skin together so it looks like a sailor hat
- boil 20 minutes in chicken broth (make sure beef is completely cooked)

Distribute the wontons in bowls or paper plates and have the children answer the following:

Name the ingredients used to make wontons.
Describe each ingredient.

The following books may be used to further explore the concepts taught in this lesson:

Moy Moy (L. Politi, Charles Scribbner's Sons, New York, 1960).

The Rice Bowl Pet (P. Martin, Crowell Company, New York, 1962).

Food For Thought

Ask the children to identify the foods that were used to prepare the wontons and describe them using their senses.

Corn Bread

P

To Know and Learn

By preparing and eating *Corn Bread*, children will practice food preparation skills and have an opportunity to try a new food. Children will also practice fine motor, reading readiness and counting skills during this activity.

Materials Needed

Corn Bread picture recipe on page 1-27
yellow cornmeal
flour
sugar
baking powder
margarine
egg
milk
oven
muffin tin
bowl
spoon

Directions

Ask the children to name a variety of foods. Describe the importance of eating a variety of foods everyday.

Ask the children if they have ever prepared and/or tried Corn Bread.

Display the *Corn Bread* picture recipe on page 1-27.

Review the directions with the children until they know them well. Have the children:

- blend 1 cup yellow corn meal, 1 cup flour, 2 tbsp. sugar, 4 tsp. baking powder, 1 cup milk, 1/4 cup margarine and 1 egg for 20 seconds
- beat vigorously for 1 minute
- pour into greased muffin tin
- bake at 425° for 15 minutes or until golden brown

Distribute the *Corn Bread* and have the children answer the following:

Name the ingredients that were used to make the *Corn Bread*.

Describe each ingredient.

The following books can be used to further explore the concepts taught in this lesson and the Southern culture:

Corduroy (D. Freeman, The Viking Press, Inc., New York, 1968).

Black Is Beautiful (A. McGovern, Four Winds Press, 1969).

Food For Thought

Ask the children to name the ingredients used to make *Corn Bread* and describe them using their senses.

Southern Biscuits

P

To Know and Learn

By preparing and eating *Southern Biscuits*, children will practice food preparation skills and have the opportunity to try a new food. Children will also practice fine motor, reading readiness and counting skills during this activity.

Materials Needed

Southern Biscuits picture recipe on page 1-28

white flour
baking powder
salt
vegetable oil
milk
hot plate or frying pan
rolling pin
measuring spoons and cups
bowl
spoon

Directions

Ask the children to name a variety of foods. Discuss the importance of eating a variety of foods everyday.

Ask the children if they have ever prepared and/or tried *Southern Biscuits*.

Display the Southern Biscuits picture recipe on page 1-28.

Review the directions with the children. Have them:

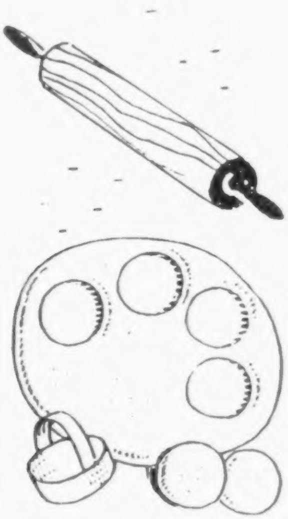
- measure 2 cups flour, 3 3/4 tsp. baking powder and 1/2 tsp. salt
- stir in 1/3 cup vegetable oil and 3/4 cup milk
- lightly flour table top and knead dough
- roll out dough into 1/4 inch thickness
- cut dough into desired size (drinking glass edge works well)
- cook in lighly greased frying pan at low heat until brown
- turn over and repeat for both sides

Distribute the *Southern Biscuits* and have the children answer the following:

Name the ingredients that were used to make the *Southern Biscuits*. Describe each ingredient.

Food For Thought

Ask children to name the ingredients in the *Southern Biscuits* and describe them using the senses.



Boston Brown Bread

P

To Know and Learn

By preparing and eating *Boston Brown Bread* *, children will practice food preparation skills and have the opportunity to try a new food. Children will also practice fine motor, counting skills by particpating in this activity. (* This is a regional dish from New England area of the United States.)

Materials Needed

Boston Brown Bread picture recipe on page 1-29

salt
baking soda
whole wheat flour
raisins
white flour
butter milk
cornmeal
molasses
tin cans or tube pan
bowl
spoon
water
stove
pan
aluminum foil

Directions

Ask the children to name a variety of foods. Discuss the importance of eating a variety of foods everyday.

Ask the children if they have ever prepared and/or tried *Boston Brown Bread.*

Display the *Boston Brown Bread* picture recipe on page 1-29.

Review the directions with the children until they know them well. Have the children:

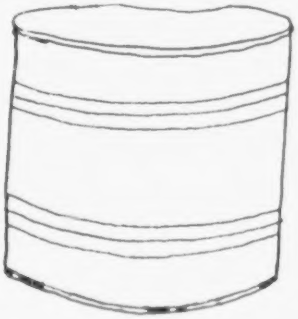
- grease four 1-pound cans or one 7-inch tube pan
- beat all ingredients 1/2 minute
- fill cans or mold 2/3 full
- cover tightly with aluminum foil
- place a rack in a Dutch oven
- pour boiling water into the pan up to the level of the rack
- place cans or pan on rack
- cover Dutch oven
- steam bread by keeping the water boiling over low heat
- steam bread three hours or until a toothpick inserted in the center comes out clean
- if necessary, add boiling water during steaming
- remove bread immediately from cans

Distribute the *Boston Brown Bread* and have the children answer the following:

Name the ingredients that were used to make *Boston Brown Bread.* Describe these ingredients.

Food For Thought

Ask the children to name the ingredients used to make *Boston Brown Bread* and describe these ingredients using their senses. Canned *Boston Brown Bread* can be used to expose children to this regional food.



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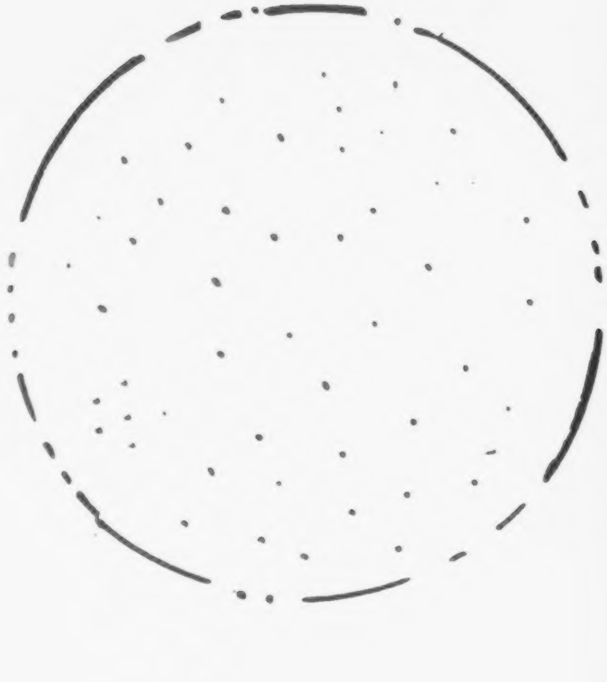
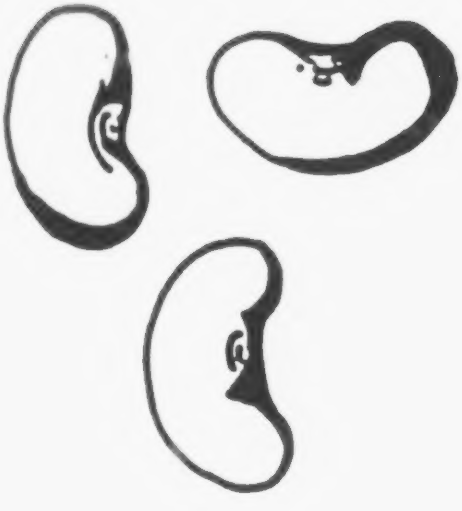
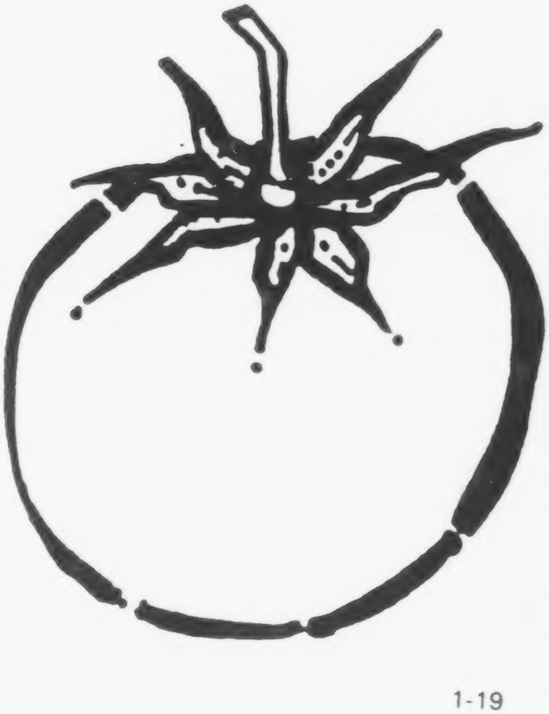
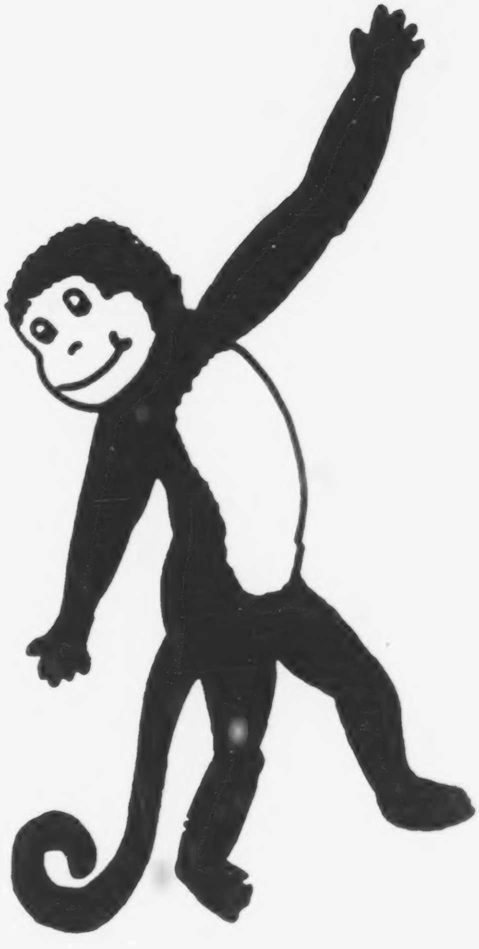
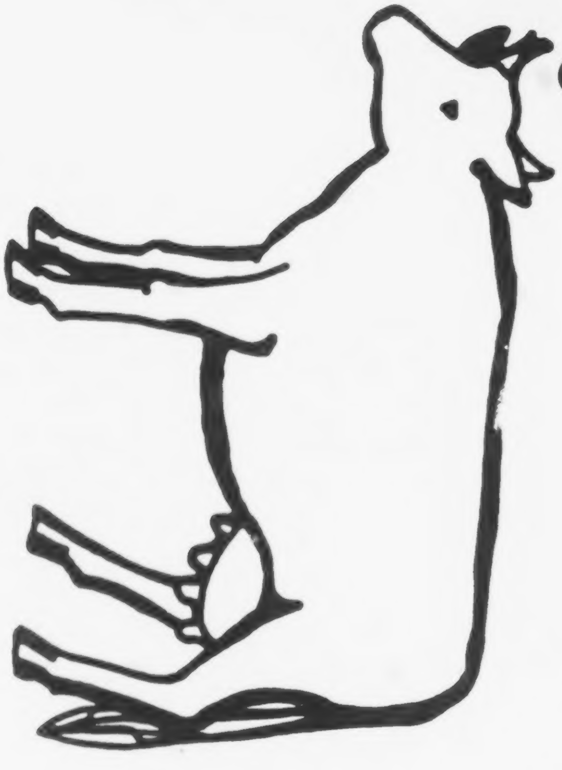
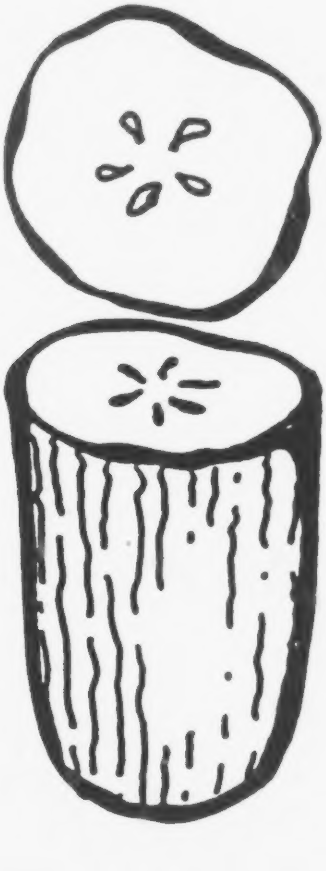


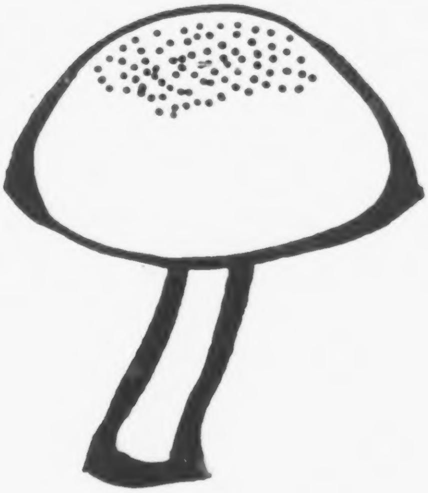






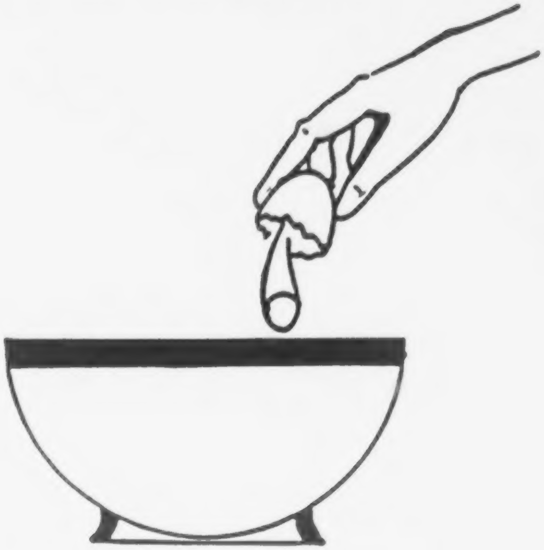


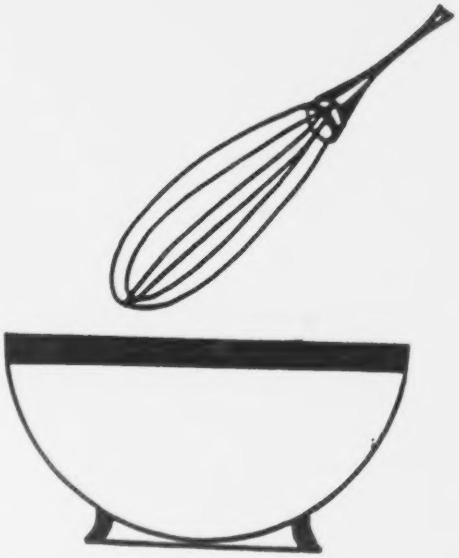




SCRAMBLED EGGS

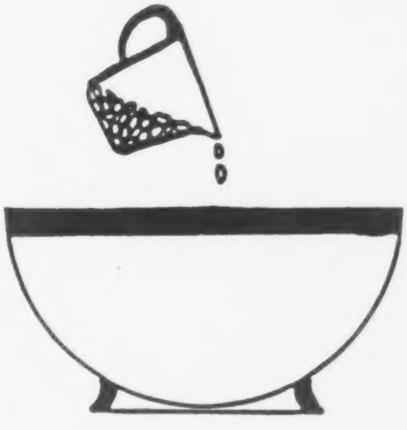
1. break eggs

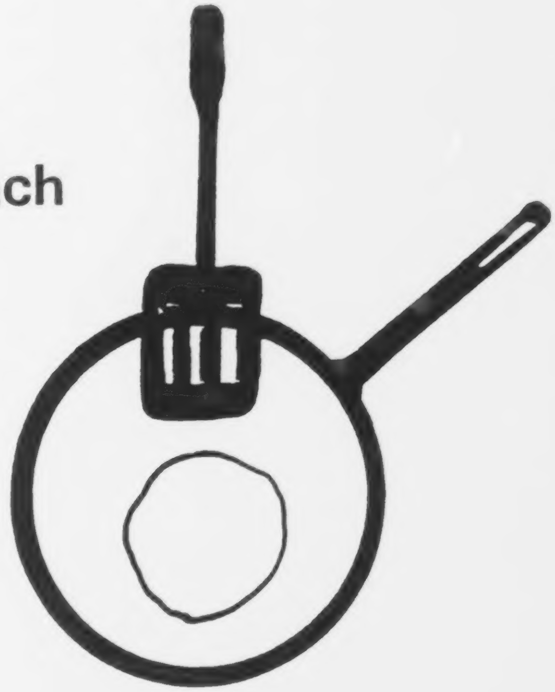




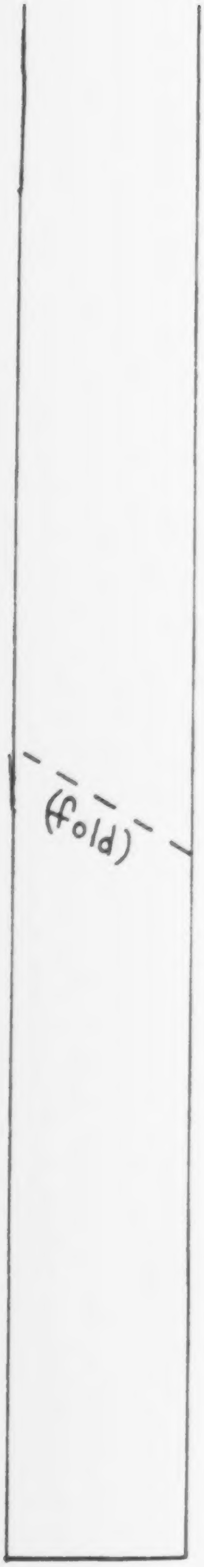
2. beat

3. add parsley or spinach





4. heat



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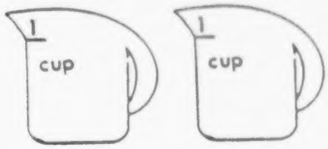
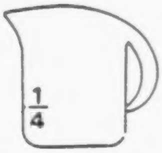
INDIAN FLAPJACKS

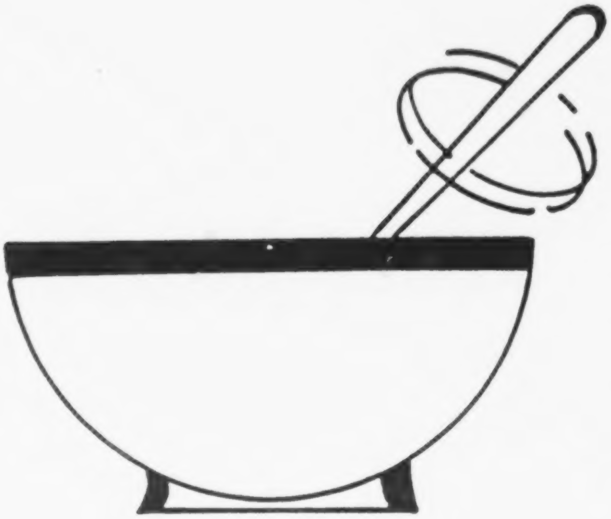
1. mix



cornmeal

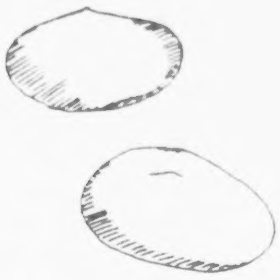


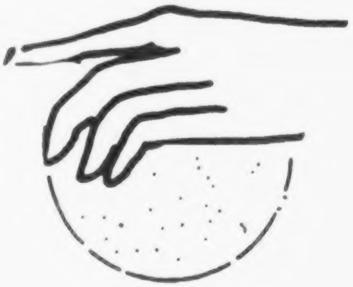
boiling water



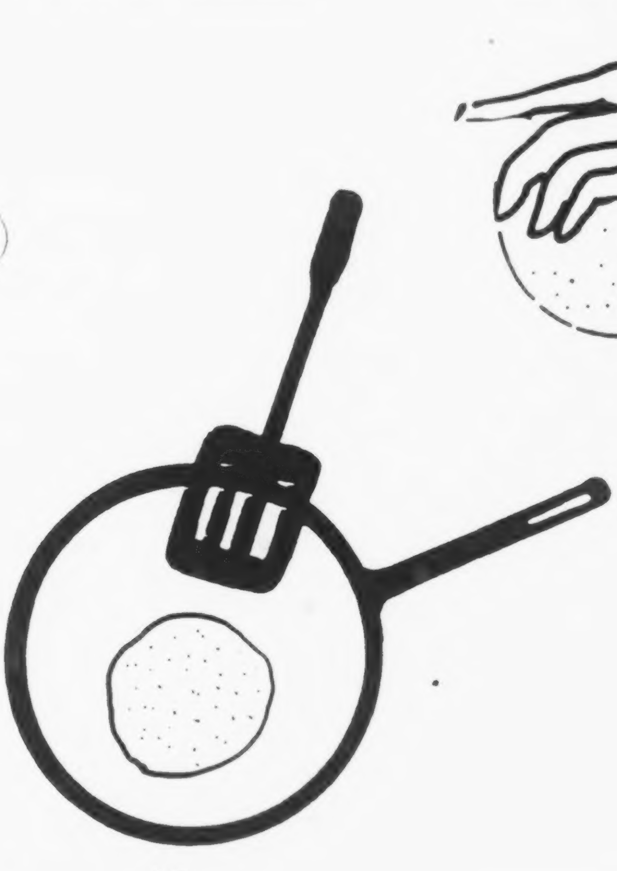
2. pinch off small pieces

3. flatten



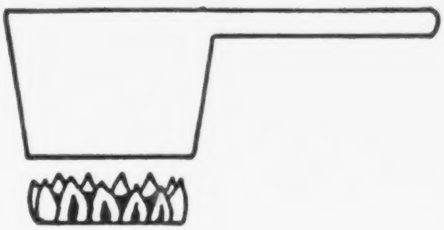


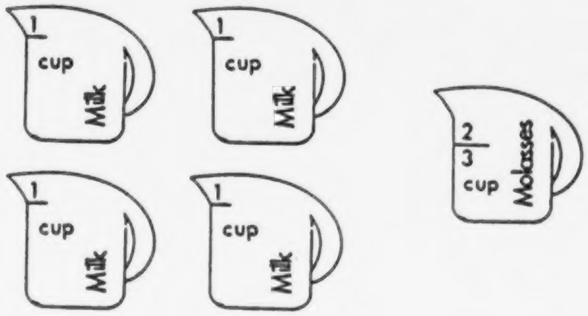
4. cook



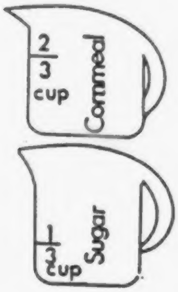
INDIAN PUDDING

1. heat




1 cup Milk
1 cup Milk
1 cup Milk
1 cup Milk
2/3 cup Molasses

2. add


2/3 cup Cornmeal
1/3 cup Sugar

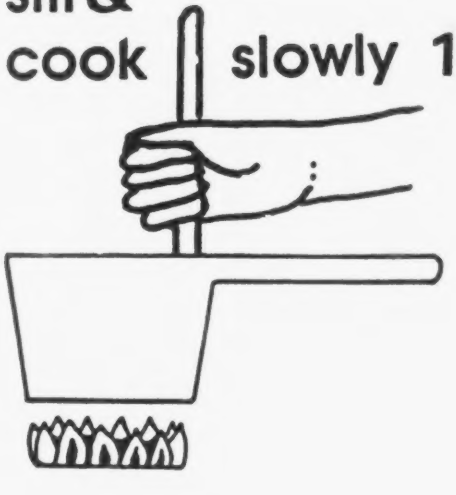
1 teaspoon

cinnamon

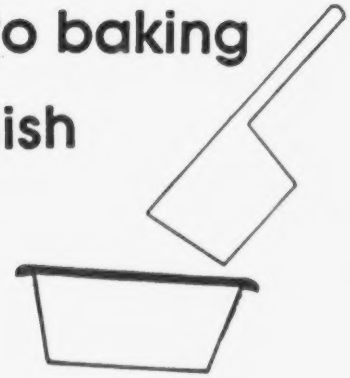
1 teaspoon

nutmeg

3. stir & cook slowly 10 minutes



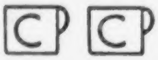
4. pour into baking dish



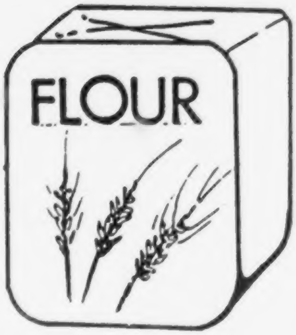
5. oven bake
55 minutes at 375°

TASTY TORTILLAS

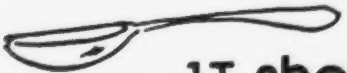
1. mix



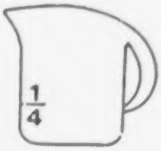
2 cups



1 t. baking powder



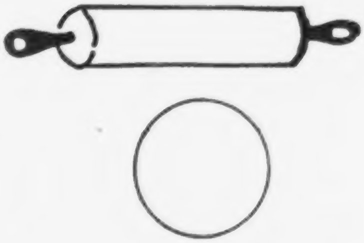
1T. **shortening**



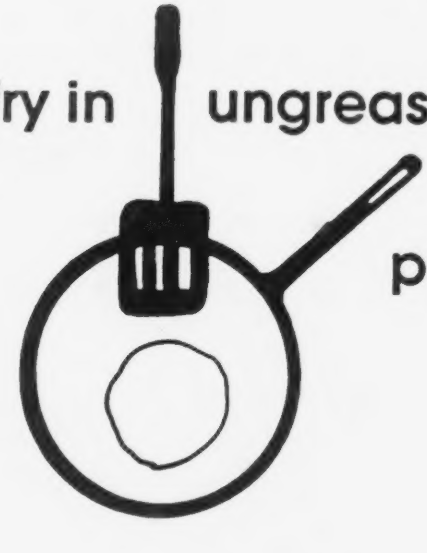
water

2. pinch off small pieces

3. roll

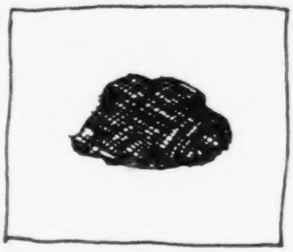


4. fry in ungreased pan



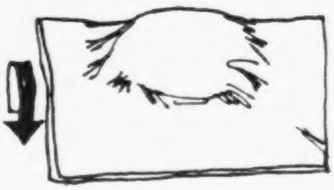
WONDERFUL WONTONS

1.

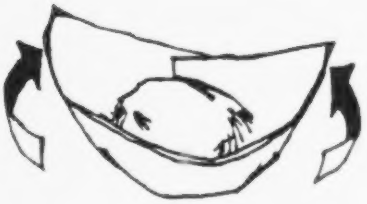


1 teaspoon **beef**

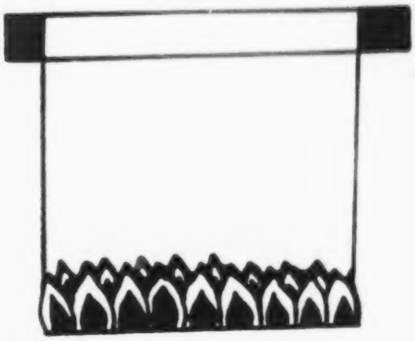
2.



fold



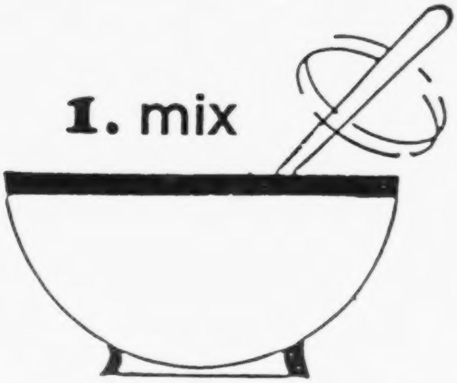
3. pinch



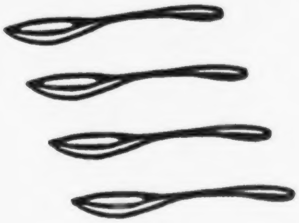
4. boil 20 minutes

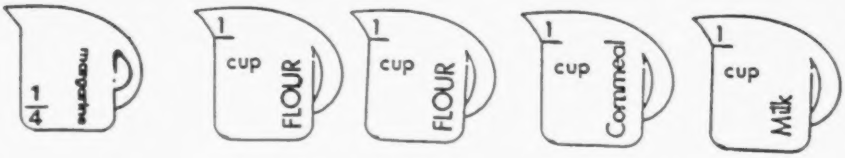
CORNBREAD

1. mix

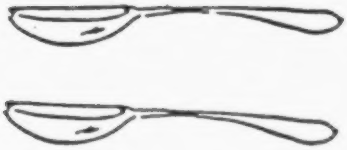


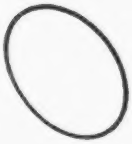
4 t. baking powder




1/4
margarine
1
cup
FLOUR
1
cup
FLOUR
1
cup
Cornmeal
1
cup
Milk

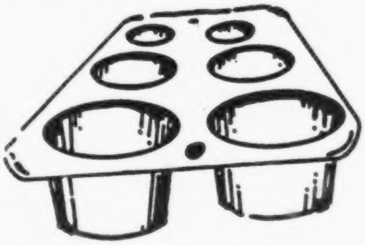
2 T **sugar**

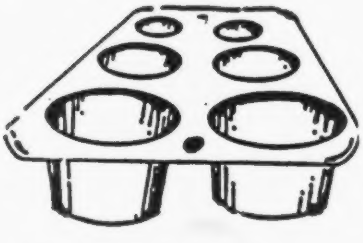




1 egg

2. pour into greased pan

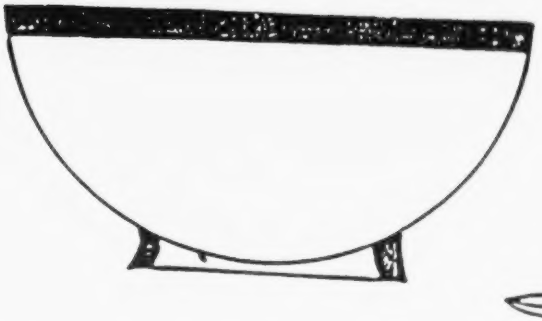


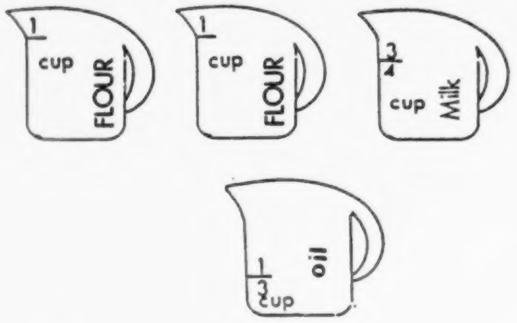


3. bake 15 minutes at 425°

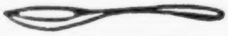
SOUTHERN BISCUITS

1. mix



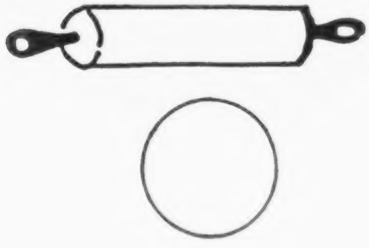

1 cup FLOUR
1 cup FLOUR
3/4 cup Milk
1/3 cup oil

$\frac{1}{2}$ tsp.

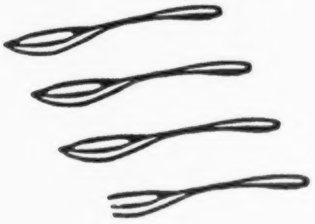


salt

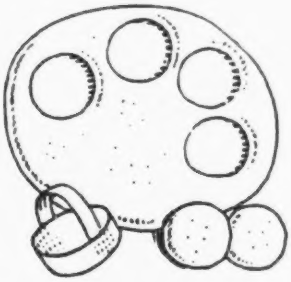
2. knead and roll



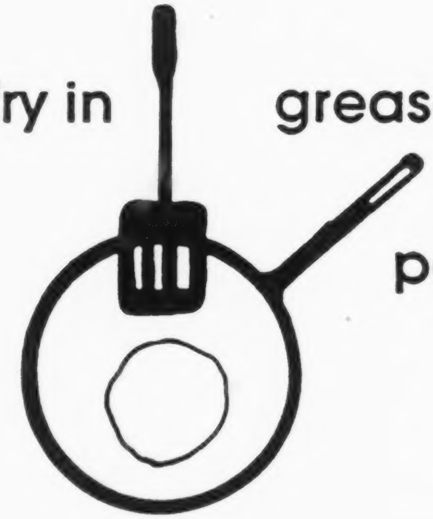
$3\frac{3}{4}$ t. baking powder



3.

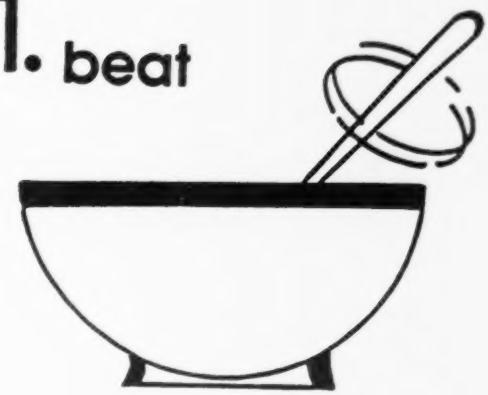


4. fry in greased pan

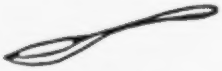


BOSTON BROWN BREAD

1. beat

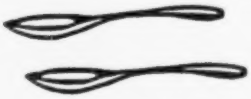


1 teaspoon

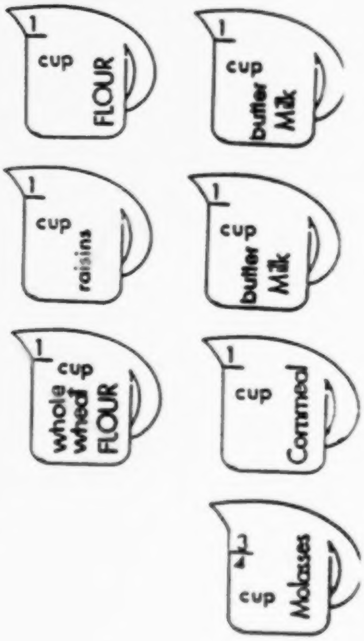


salt

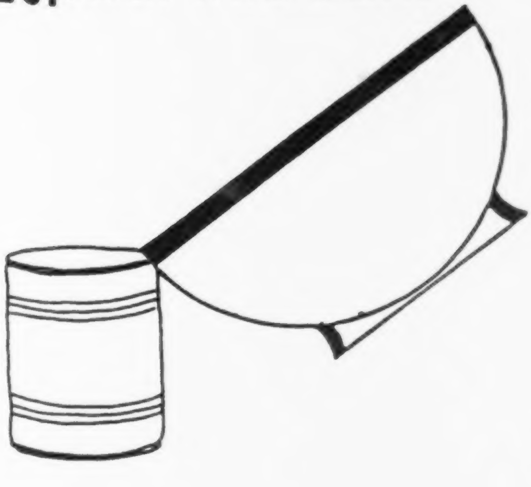
2 teaspoons



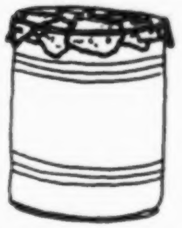
soda


1 cup FLOUR
1 cup buttermilk
1 cup raisins
1 cup buttermilk
1 cup whole wheat FLOUR
1 cup Cornmeal
1/4 cup Molasses

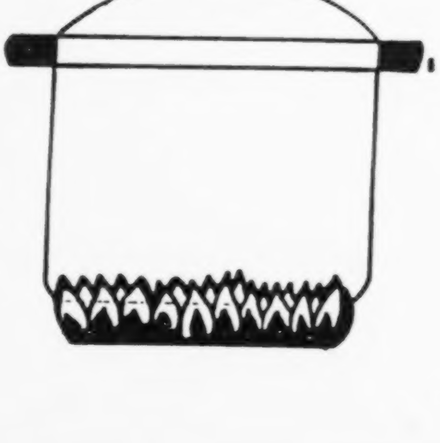
2. pour into cans



3. cover cans



4. steam



Planning To Feed Me

Grand Ideas

I need to use acceptable mealtime behaviors and manners.

I need to use my fork and spoon correctly.

I need to eat and drink neatly.

I need to serve myself foods and beverages.

Mealtime can provide children with a variety of learning experiences. Children can learn about foods, taste new foods and practice accepting new foods at mealtime. At mealtime, children can also learn appropriate mealtime behaviors, such as feeding and serving themselves, polite mealtime manners, how to set the table and the use of eating utensils. And, perhaps most importantly, they can learn how to make mealtime a pleasant experience.

Teacher Know How

Did you know that lunchtime is 1/5 to 1/6 of the total time many children spend in Head Start? Four objectives of lunchtime are: 1) to teach sound nutrition; 2) to provide at least 1/3 of the daily nutritional requirements for each child; 3) to encourage socialization; and 4) to help the children learn and practice other skills and concepts as part of lunchtime, such as appropriate mealtime behaviors including feeding and serving skills, polite manners, correct table setting and using eating utensils well. These skills can help children enjoy the experience as well as obtain the nutrients and energy they need from food.

Many teachers and instructional assistants do an excellent job making lunchtime a pleasurable learning experience. Teaching children to try new foods, treating desserts as part of the whole meal and helping children to take responsibility for clean up are things that can be taught at mealtime. Many teachers supply pitchers and cups so that children can pour their own milk.

Teachers can capitalize on the many learning experiences mealtime offers by eating with the children and remembering to do these things:

- Create a quiet, relaxed atmosphere.
- Display good eating habits and mealtime manners.
- Encourage children to feed themselves using forks and spoons.
- Recognize different food likes and dislikes but expecting children to taste each food served, even if only one small bite.
- Seat picky or problem eaters with good eaters.
- Serve milk with the rest of the meal. Children should not have to wait for a liquid. If a child wants to drink all the milk at one time, try to use these words and ideas:
  - "Eat a little, drink a little."
  - "Take a bite of your food, then drink some milk. You will not have room in your stomach for your tater tots if you drink all of your milk first."
  - Sit near this child so that you can help him or her.
  - Ask the parents what they do at home. Maybe their policy is that the child must drink all of the milk before getting dessert or second helpings. Explain that nutritionists agree that children need a balance of foods and to not over emphasize one food group. Nutritionists agree that liquids help digestion.
  - Look for other reasons if the child persists in drinking all of the milk first. Is the child thirsty because the classroom drinking fountain does not work or because of outdoor play?
  - Some children may be unable to drink milk because they are lactose intolerant. People who are lactose intolerant are not able to digest milk properly which leads to diarrhea. Cheese and yogurt can usually be eaten without ill effects. Also, these people can usually drink small quantities of milk without experiencing problems.
- Serve food, whenever possible, family style to allow the child and not the teacher to decide how much he or she will eat. Extra foods should be left in the center of the table so that children can serve themselves.
- Eat non-school lunch foods only when the children are not present unless documented dietary reasons exist and have been explained to the children. Children learn by imitation. If an adult has cottage cheese instead of pizza, the message to the child is negatively against the pizza.
- Sit and eat with the children to encourage conversation and model appropriate lunchtime behaviors.
- Have food ready when children sit down at the table. Children should begin passing it immediately if an adult is sitting there.
- Allow children to help set the table. Children learn matching, counting and other skills besides providing genuine help at lunchtime.
- Give children an appropriate amount of time to eat (usually 25-30 minutes).

(Adapted from F. Coddington, Memorandum, Lunchtime, February 2, 1983, Montgomery County Schools, Rockville, Maryland.)

Objectives

Children will learn and practice appropriate mealtime behaviors and manners.

Children will practice using a fork and spoon correctly.

Children will practice serving themselves food and beverages.

Pedro Learns the Eating A,B,Cs

To Know and Learn

The *Pedro Dreams About Tableville* finger puppet story will enable children to learn about setting the table and mealtime manners.

Materials Needed

Pedro Dreams About Tableville finger puppet story on page 2-4
Pedro Dreams About Tableville finger puppet faces on page 2-5
glue or tape
crayons or felt tip markers
scissors
knife
fork
spoon
plate
napkin
glass

Directions

Color and cut out the *Pedro Dreams About Tableville* finger puppet faces on page 2-5.

Glue or tape each of the puppet picture faces on a knife, fork, spoon, plate, napkin, glass and cup.

Before reading the story, ask the children:
Who do you think lives in a place called Tableville?
Who might "live" on a table?

Read *Pedro Dreams About Tableville on page 2-4. Use the "puppets" to illustrate highlights of the story. As you read the story and sing the chorus, set the table using the puppets. The chorus can be sung to the tune of Twinkle, Twinkle Little Star.*

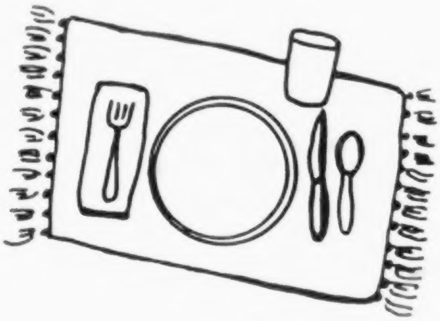
After the story has been read, ask the children to answer the following questions:

Name the utensils we use to eat.
Where do the utensils belong on the table?
Why do we say, "please"?
Why do we say, "thank you"?
When we say "please" and "thank you," how should our face look?

The children could pretend that they are a fork, knife, spoon, plate or glass and dance in a circle while they sing the song.

Food For Thought

Ask the children to identify the utensils we use to eat our food. Ask them to discuss when and why we say "please" and "thank you" at mealtime.



PEDRO DREAMS ABOUT TABLEVILLE

One night while Pedro slept he had a very strange dream. He dreamt that he had fallen into Tableville. In Tableville little boys and girls were very small and the forks, spoons, knives, plates, napkins and glasses were very large.

Pedro looked around him and saw many forks, spoons, knives, plates, napkins and glasses dancing. He sneaked closer and heard them singing:

> *Chorus* *
> A, B, C, D, now we will eat
> Setting the table for a treat
> Forks and spoons, plates and knives
> We use these things all of our lives
> Say "please" and "thank you" with a smile
> Happy, happy all the while

They danced in a circle as they sang the song. After the song was over, all the forks, knives, spoons, plates, napkins and glasses laughed. Then another Tablevillian, Please yelled, "Please, in your places." The utensils ran as fast as they could to their places on the table. Pedro was surprised that the word "please" had such an effect on utensils.

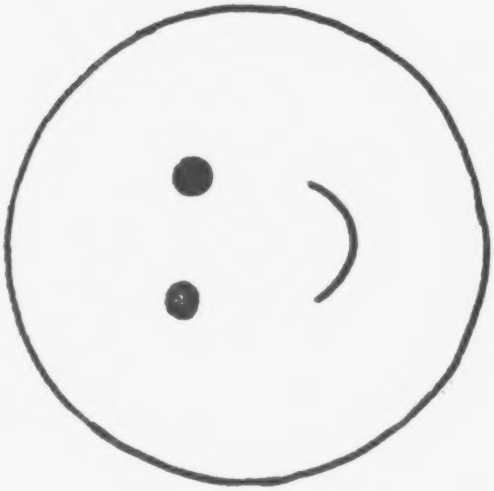
The plate stood in the middle of the table. The knife and spoon moved to the right of the plate. Just above the spoon Pedro saw that a glass was hopping up and down saying, "I am here!"

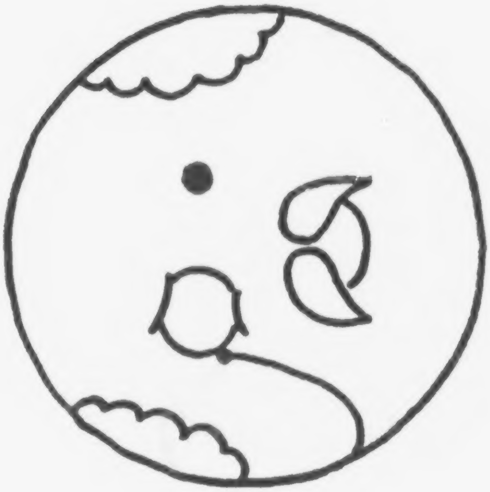
Pedro turned to look to the left of the plate and saw a fork and napkin. "Fork here, at your service," said the fork. "Napkin here, at your service," said the napkin. Pedro shook his head. All this happened by saying "please." The next moment Pedro heard all the forks, spoons, knives, napkins, plates and glasses saying, "Thank you, thank you, thank you. It pleases me to thank you, thank you, thank you all."

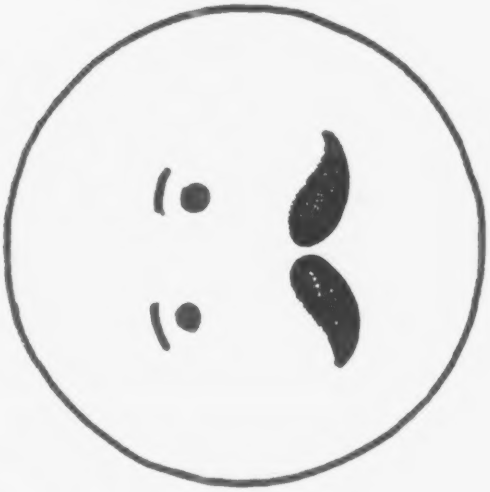
The utensils laughed again and started to sing the song:

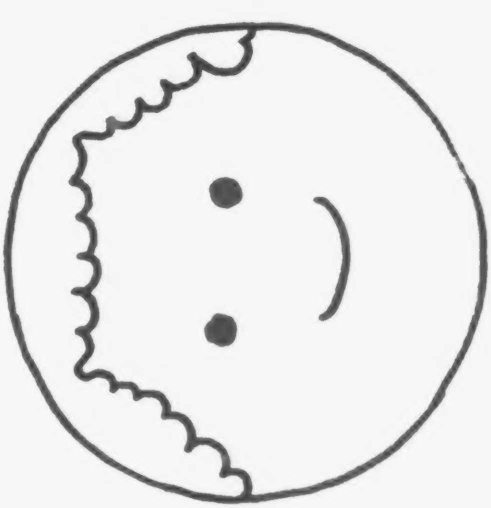
> *Chorus*
>
> Pedro woke from his dream. He was back in his bed at home.
> Pedro sighed, "I will miss that strange land called Tableville. But at least I know how to set a table and say please and thank you. Thank you," he said. And, Pedro sang the Tableville song with a smile on his face.
>
> *Chorus*

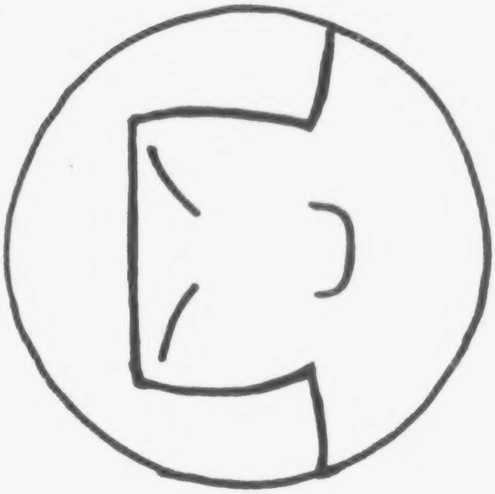
* *The chorus can be sung to the tune of Twinkle, Twinkle Little Star*

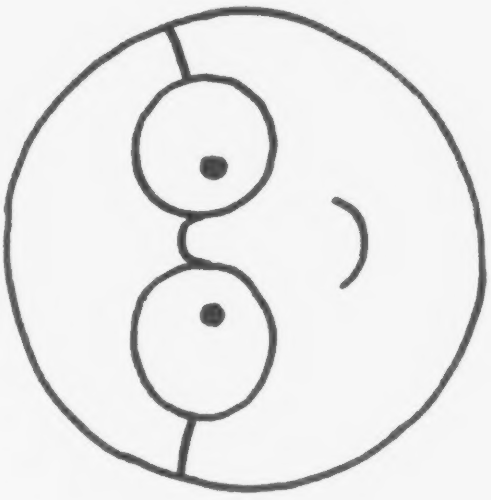












Big Deal Meals

To Know and Learn

Children will become aware of the social aspects of eating by singing and acting out the *Mealtime, Mealtime* song and practicing social skills at mealtime.

Materials Needed

Mealtime, Mealtime song, see below.

Directions

Ask the children to name several reasons why we eat (for example, hunger, to grow big and strong, for energy, to be with friends and that food tastes good). Have the children describe who they eat with during mealtime. Even though people have many different mealtime practices, most people like to eat with others. Ask the children to name people with whom they usually share a meal. These people might include friends, family and teachers.

Read *Mealtime, Mealtime*, see below, to the children. Have them sing each line until they know it well. Afterwards have them answer the following questions:

Do we sometimes eat with our families?
Can boys and girls eat together?
Can we laugh during meals?
Can we talk during meals?
Can we listen to others during mealtime?
What do you eat during mealtime?
Can mealtime be fun?

During mealtime help the children practice talking and sharing with friends. Also help children identify appropriate mealtime discussion topics.

The following books can be used to further explore the social aspects of eating:

Eighteen Cousins (C. Hogann, Parent's Magazine Press, New York, 1968).

Always Room For One More (S. Leodhas, Holt, Rinehart and Winston, New York, 1965).

Fish For Supper (M. Goffstein, The Dial Press, New York, 1976).

Food For Thought

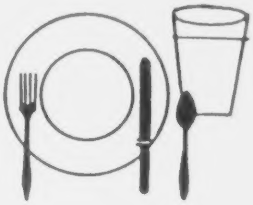
Ask children to explain why we eat and name people with whom we can share mealtime.

MEALTIME, MEALTIME

(can be sung to the tune of Sidewalks of New York)

Mealtime, mealtime
(pretend eating)
All around the town
(turn around)
Many folks eat together
(join hands)
Good times all around
(smile)
Boys and girls together
Father and mother too
Mealtime is better
When mealtime is not a zoo
(look like a monkey)

Mealtime, mealtime
(pretend eating)
All around the town
(turn around)
Laughing, talking and listening
(laugh, chatter and cup hand behind ear)
Of the good food that we have found
(pretend to find food)
All the food groups together
And special treats too
Added to the others
Makes mealtime fun for you!



☆

2-6

Table Talk Magic

To Know and Learn

Children will recognize the social aspects of eating by making a collage of people with whom they often share mealtime.

Materials Needed

paper
crayons, felt tip markers or paint
food and people pictures (optional)
glue or tape (optional)
scissors (optional)

Directions

Discuss the social implications of eating with the children. Ask them to name the people they share meals with and the things they discuss during meals. Have the children pretend that they are eating. Ask them to identify who they are eating with and what they talk about while they eat. Small groups of children could complete this portion of the activity in the housekeeping area of the classroom.

Have the children draw, paint or make a collage with magazine pictures of people with whom they often share meals.

After the collages are made, ask the children to describe their pictures to the class.

At breakfast, lunch or snacktime, talk with the children about the foods being served. Also, help them to begin to think of the kinds of topics that they could talk about with their classmates or families at mealtime. Have them practice conversations at mealtime.

Food For Thought

Have the children name some people with whom they can share mealtime.

☆

Thank Yous Please Us All

To Know and Learn

Children will have the opportunity to practice good mealtime manners by playing a game.

Materials Needed

potato, apple or carrot

Directions

Talk about why we say "please" and "thank you" at mealtime. Ask the children to explain when we say "please" and "thank you." Explain how "thank you" can be used when someone has given you something and "please" can be used when you are asking someone to do something for you. The phrase "you are welcome" can also be used to respond to someone thanking you.

Ask the children to repeat "thank you," "please" and "you are welcome" until they know the phrases well.

Have the children sit in a circle and play a passing game with the potato, apple or carrot. The food item can only be passed to the next child if the child asks for the food using the word, "please." If the child forgets to say "please," he or she must sit in the center of the circle. When another child forgets, he or she exchanges places with the child in the circle who can then return to the game. If the child who receives the food forgets to say, "thank you" to the child who passed the food, he or she must sit in the circle until someone else misses. This continues until every child has had a chance to say "please" and "thank you."

Encourage the children to practice using these words and phrases at mealtime.

To make the game more challenging, the pace of the passing can be increased and/or the child passing the food must also say "you are welcome."

The following book can be used to discuss mealtime manners:

Dinner At Alberta's (R. Hoban, Crowell Company, New York, 1975).

Food For Thought

Ask the children how to request food at the table and describe how to respond to the person who has given them food.

☐

Mealtime Set Ups

To Know and Learn

Children will practice setting a table by singing and acting out the *Mealtime Set Up* song.

Materials Needed

Mealtime Set Up song, see below
fork (optional)
knife (optional)
spoon (optional)
plate (optional)
glass (optional)
napkin (optional)

Directions

Sing the *Mealtime Set Up* song, see below, to the children and have them repeat each line until they know it well.

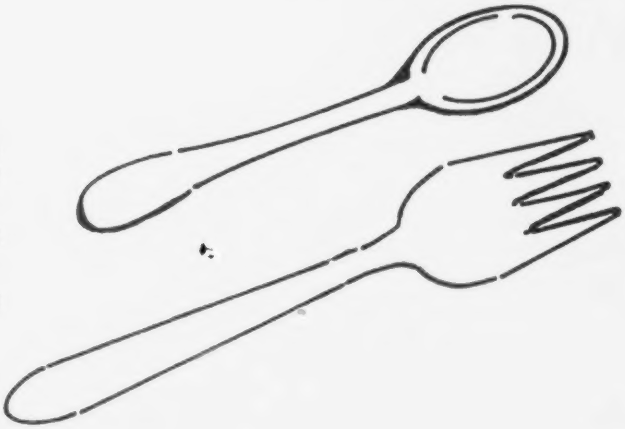
Show the children how to act out the song and set the table.

Ask the children to sing the *Mealtime Set Up* song and act out setting the table.

Let the children help set the table at mealtime. Show the children how to use a spoon, fork and knife. Encourage the use of these utensils at mealtime.

Food For Thought

Have the children demonstrate that they know where the plate, glass, cup, napkin and eating utensils belong on the table by setting a table.



MEALTIME SET UP SONG

(can be sung to the tune of
This Is The Way We Wash Our Clothes)

Chorus
This is the way we set the table
(smile and point to the table setting)
Set the table, set the table
This is the way we set the table
Ready for a meal.

This is where we put our plate
(put plate on table)
Put our plate, put our plate
This is where we put our plate
Ready for a meal.

This is where we put our glass
(put glass on table)
Put our glass, put our glass
This is where we put our glass
Ready for a meal.

Other verses:
Napkin *(put napkin to the left of the plate)*
Fork *(put fork to the left of the plate)*
Spoon *(put spoon to the right of the plate)*
Knife *(put knife to the right of the plate)*

Perfect Set Ups

To Know and Learn

Have the children demonstrate that they know where the plate, glass, napkin and eating utensils belong on the table by setting a table.

Materials Needed

paper tablecloth or paper placemat
crayons or felt tip markers
fork (optional)
spoon (optional)
knife (optional)
plate (optional)
glass (optional)
napkin (optional)

Directions

Review table setting with the children. Each child could practice setting a table using a fork, knife, spoon, plate, glass and napkin in the housekeeping area or before meals served at school.

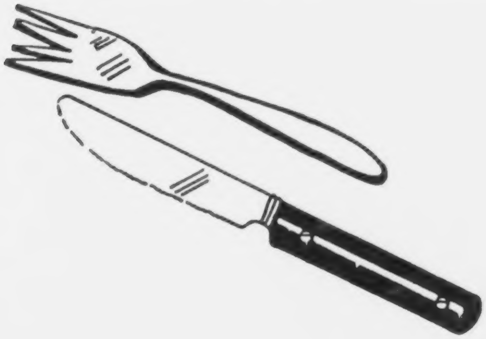
Ask the children to set the table using a fork, knife, spoon, plate, glass and/or napkin.

After the children have completed the pictures, they could take turns setting the table(s) for meals. This would also help children practice team work and math skills (by counting out the forks, knives, spoons, plates, glasses and/or napkins needed).

A collage could be made by having the children glue a paper plate, cup, napkin and plastic fork, knife and spoon to a paper placemat.

Food For Thought

Ask the children to set a table using a fork, knife, spoon, plate, glass and/or napkin.



Chew, Drink and Bite Delights

To Know and Learn

Children will learn proper techniques for chewing, drinking, biting and cutting foods and beverages by singing *Chew, Drink and Bite* and practicing these activities.

Materials Needed

Chew, Drink and Bite song, see below
paper cups
knife with dull blade (for example, dinner knife)
water
carrot or celery
pitcher
cutting board
hot dog
apple

Directions

Review with the children the need to eat and completely chew our food. Children who eat too guickly or do not chew their food properly may have problems with choking and/or upset stomachs. Stress the importance of eating slowly and chewing food well.

Read *Chew, Drink and Bite,* see below, to the children. Have them repeat each line until they know it well. Ask them to pretend to chew, drink, cut their food and bite into an apple as they sing the song.

Let the children practice proper techniques for these activities. To do this, concentrate on only one part of the song, for example, cutting food. Have the children:

- Describe the importance of cutting food into bite size pieces.
- Give each child half of a hot dog or some other food that needs to be cut before eating.

Show them how to cut the foods into bite size pieces. Caution them to hold the knife by the handle and to not touch the blade. Plastic knives can be used for this activity. However, at home, children are likely to use real knives. It may be a good idea to work with small groups of children and teach them how to use a small paring knife.

Let them try cutting the food into bite size pieces.

Repeat until the children have practiced appropriate eating and drinking behaviors. The children can also practice:

- drinking small sips of water from a paper cup
- chewing a bite size piece of carrot or celery
- biting a bite size piece of an apple, carrot stick or hot dog

Encourage children to practice these behaviors at mealtimes and snacktimes.

This activity can be repeated each time a new food is being served at breakfast, lunch or snacktime.

Food For Thought

As the children eat their meals, have them practice and demonstrate proper drinking and eating techniques.

CHEW, DRINK AND BITE

(can be sung to the tune of Row, Row, Row Your Boat)

Chew, chew, chew your food.
Chewing is so neat.
Chewing, chewing, chewing, chewing,
Makes your food such a treat.

Drink, drink, drink your milk.
Milk is good for you.
Drinking, drinking, drinking, drinking,
Have a glass or two.

Cut, cut, cut your meat.
Cut it as small as a bite.
Cutting, cutting, cutting, cutting,
Makings eating meat just right.

Bite, bite, bite your fruit.
Make the bite so small.
Biting, biting, biting, biting,
And chew, chew it all.

Food's Up, Serve It Right

To Know and Learn

Children will become familiar with food serving technigues by watching a demonstration and then practicing the techniques at each meal.

Materials Needed

bowl
spoon
fork
plate
ladle
pot
pan
pitcher
glass
crayons
scissors

Directions

Show the children how to serve themselves food from a pan, pot, plate or bowl using a fork, spoon or ladle. Let the children practice these behaviors using the equipment without food and also at mealtime. Serving bowls and serving spoons can also be included in the housekeeping area of the classroom.

Children can also practice using forks, spoons, knives, glasses, cups, plates and napkins correctly by having a "tea party" in the housekeeping area.

Food For Thought

Observe the children to determine whether they need to practice serving themselves.

Clean Eating

Grand Ideas

I need to eat clean foods.

I need to wash my hands before eating.

I need to store my foods properly.

Preschool children often help to prepare the foods that they eat. As they get older, children often become more responsible for preparing snacks and meals and also feeding themselves. It is important that young children begin to learn the importance of cleaning their hands and food before preparing and eating food.

Teacher Know How

Safety and sanitation are essential for good health. Improperly stored food, spoilt food and unwashed fruits and vegetables can cause illness. Experts estimate that two million cases of illness are caused by spoilt, unwashed or improperly stored food. These types of illnesses can be avoided by keeping hands clean, keeping the kitchen clean and storing foods properly.

Preschool is an excellent time to help children become responsible for personal hygiene. Children usually enjoy washing with soap and water. They often like the feel of the soap and water. It is important for children to learn to wash their hands before eating and after toileting. Hand washing is the most important factor in preventing the spread of disease and harmful bacteria. Children can also practice washing dishes and storing play foods or food packages in the housekeeping area.

It is also important for preschool children to learn that healthy foods are clean and safe. Children can learn to use their senses to smell or see that foods are spoilt. Safe and healthful food handling techniques can be practiced during cooking experiences and at mealtime.

Teachers can use the following information to become aware of personal and kitchen cleanliness standards and proper sanitation in food preparation and storage.

Personal Cleanliness

Strict standards for personal hygiene have been established by state and county health officials for food service workers. You can prevent food-borne illness by following these same standards in your own kitchen.

- Wash hands thoroughly with soap and water before beginning and after sneezing, coughing, using the toilet or touching your face, hair or any unsanitary object. Use soap and hot water. Keep fingernails clean and well-groomed.
- Keep hair away from face and avoid touching hair while you work.
- Wear clean clothes and a clean apron when working around food. Bacteria can accumulate on dirty clothes. Avoid loose sleeves which can dip into food.
- If you have an open sore or cut, do not handle food (unless you wear plastic mitts). Open sores are a major source of staphylococcal bacteria.
- Do not smoke while working around food. Ashes can fall into food.
- Do not taste and cook with the same spoon. Use one spoon for tasting and one for stirring. To taste, pour a little of the food from the stirring spoon onto the tasting spoon. Do not lick your fingers.
- Cover coughs and sneezes with a disposable tissue, wash hands immediately.
- After handling raw meat, fish, poultry or eggs, wash hands thoroughly before touching cooked foods. This will prevent the transfer of bacteria.

Kitchen Cleanliness

Kitchen cleanliness is as important as personal cleanliness. Bacteria are easily transferred from dirty cutting boards, counters and utensils to food. To keep your kitchen sanitary, follow these guidelines:

- Keep your work area clean. Wipe up spills as you work and remove dirty utensils from your work area before proceeding to the next task. Bacteria grow guickly in spills and on dirty utensils.
- Use clean utensils and containers. Never use the same utensil or cutting board for both raw and cooked meat, poultry, fish or eggs. Utensils can transfer bacteria from raw foods to cooked foods.
- Never use a dish towel to wipe hands or spills. Dirty towels can transfer bacteria.
- Keep cans clean and dust-free. Dust and dirt could fall into food when the can is opened.
- Periodically wash counters and cutting boards with a chlorine bleach solution to kill bacteria.
- Wash any dirty dishes and utensils properly. Use hot water and detergent. Wash glasses first, then flatware, dishes, pots and pans and greasy utensils. Rinse with scalding water. Air dry or use a clean dish towel. Adapt state guidelines for dishwashing and sanitizing to your classroom.

- Rinse and air dry sponges and dish cloths between uses.
- Dispose of garbage properly. Frequent washing and air drying of garbage pails prevents odors and bacterial growth.

Sanitation and Food Preparation and Storage

Proper food preparation and storage are essential to prevent bacteria from multiplying. Here are some tips on maintaining sanitary conditions:

- Always keep hot foods hot, above 60° C (140° F). Keep cold foods cold, below 5° C (40° F). Bacteria rapidly multiply between these temperatures. They multiply fastest at temperatures between 16° C (60° F) and 52° C (126° F). This danger zone includes room temperature, so it is important not to leave food on kitchen counters.
- Check thermometers and gaskets in the refrigerator and freezer frequently. Refrigerator temperatures should be 5° C (40° F) or just slightly below. Freezer temperatures should be -18° C (0° F) or below. Door gaskets should be tight. If a dollar bill can be sliped out easily, the gasket is loose and should be replaced.
- Keep refrigerator and freezer clean.
- Package refrigerated and frozen foods properly. Use moisture and vapor proof wraps for the freezer. Use foods within the recommended storage time.
- Thaw foods properly. Do not thaw on the kitchen counter or table. Refrigerated thawing is safer.
- Refrigerate custards, meringue and cream pies and foods filled with custard mixtures as soon as they have cooled slightly.
- Hasten cooling by placing the container of food in an ice water bath.
- Stuff raw poultry, meat and fish just before baking. Stuffing should reach an internal temperature of at least 74° C (165° F). Remove stuffing promptly and refrigerate it separately. Refrigerate gravy, stuffing and meat immediately after the meal.
- Use only clean, fresh, unbroken eggs for eggnogs; custards poached, scrambled, and soft-cooked eggs; and other dishes in which the eggs will not be cooked thoroughly.
- Do not partially cook meat, poultry or fish and complete the cooking the next day.
- Do not refreeze foods unless they still contain ice crystals. Do not refreeze ice cream which has thawed. Use defrosted foods immediately.
- Never taste any food which looks or smells questionable. Dispose of it promptly.
- Cook all pork products and ground beef thoroughly.

(adapted from Guide To Good Food, V. Largen, Goodheart-Willcox Company, South Holland, Illinois, 1984).

Objectives

Children will learn and practice safe and clean food preparation and storage habits.

Children will practice clean eating habits.

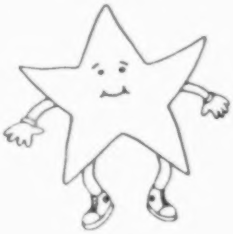
Wishing Washing Star

To Know and Learn

Children will listen to the *Wishing Washing Star* story and practice washing their hands.

Materials Needed

Wishing Washing Star story, see below
story pictures on page 3-10
food pictures (pictures from other lessons can be used)
heavy paper or cardboard
glue or tape
crayons or felt tip markers
scissors
hole punch
basin or sink
soap
warm water
towels or paper towels



Directions

Color and cut out the story pictures on page 3-10. Glue or tape the pictures to heavy paper or cardboard. Trim any excess paper.

Read *Wishing Washing Star* story, see below, to the children. Use the story cards to highlight the story. After the story has been read, ask the children to answer the following:

What did Little Star wish for?

Who appeared when Little Star wished for food?

What is the first rule?

Do we wash our hands before eating and cooking?

What do we use to wash our hands?

How do we wash our hands?

Is it important to clean our fingernails when we wash our hands?

Do we wash our hands after going to the bathroom?

Using a basin or sink, have the children practice washing their hands and fingernails with soap and warm water.

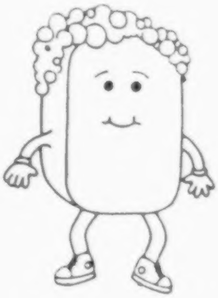
Food For Thought

Ask the children to demonstrate how to wash their hands. Also have them describe why and when they need to wash their hands.

WISHING WASHING STAR

There was a little star that spun to the ground,
It spun very quietly, without a sound.
(spin around and squat down)
Little Star grew hungry, but no food was in sight.
Little Star said, "I wish a may, I wish I might, have some food to bite."
(rub stomach)

Little Star heard a bang and a clatter,
She turned to see what was the matter.
(cup hand behind ear and turn around)
And there stood a giant bar of soap.
"Ah-ha, Little Star, just what I sought.
You wish to eat food without a thought!
What eating and cooking habits were you taught?"
(shrug shoulders)



"The first rule we have in this land of plenty,
Is washing our hands to get ready."
(pretend washing hands)
"Ready?" questioned Little Star.
"To eat or cook, it's in the book," said Soap Bar with a shrug.
"Watch me wash these hands of mine.
With soap and warm water, I wash my hands and fingernails fine."
(pretend to wash hands and scrub fingernails)

Little Star said, "I wish I may I wish I might,
Wash my hands clean before I bite."
Little Star heard a bang and a clatter.
She turned to see what was the matter.
Soap Bar was no where to be found,
But in his place were foods all around.

Can You Picture This?

To Know and Learn

Children will show that they know how to properly wash food and hands for mealtime by drawing or painting a picture of the activities which can then be used as a reminder for children.

Materials Needed

Hand Washing Chart on page 3-11
paper
crayons, felt tip markers or paint
blackboard, bulletin board or wall
tape or thumbtacks

Directions

Display the *Hand Washing Chart* on page 3-11.

Review the steps until the children know them well. Ask the children to describe when they should wash their hands.

Ask the children to draw or paint a picture of the first thing they should do before preparing or eating food (wash their hands). The children can trace their hands and draw soap bubbles.

Place these pictures on the wall, bulletin board or blackboard using thumbtacks or tape as a reminder or instruction card for other children. Other activities that could be focused on include:

tooth brushing
food washing
pot or pan scrubbing
dishwashing

Instant film pictures of children washing their hands could be taken.

Food For Thought

Have the children act out the first thing that they would do before preparing and eating food.

◇

Vegetables Clean-Up

P

To Know and Learn

Children will practice clean food preparation and fine motor coordination skills by playing a game and making a salad.

Materials Needed

Tomato Chant, see below
taste test party instructions on page 1-10
a variety of food items (for example: lettuce, carrots, cucumbers, celery, green peppers, tomatoes, broccoli, cauliflower, zucchini, mushrooms, olives, grated cheese, salad dressing)
raw tomato
knife
cutting board
bowls or basins
towel
plates
forks and serving spoons

Directions

Review how to wash raw fruits and vegetables.

Have the children sit in a circle and place a bowl or basin of water and a towel in the middle of the circle. Give one child a raw tomato.

Practice saying the *Tomato Chant*, see below, until the children know it well. Ask the child with the tomato to pass it around the circle. Tell the children that whoever has the tomato when the word, "clean"; is said must rinse the tomato in the water and dry it off before passing it onto the next child. If the tomato is passed without being washed when the word "clean" is said, that child is out of the game. Continue until everyone has had a chance to wash the tomato.

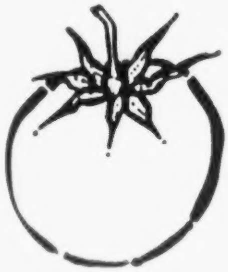
After the game, have the children prepare a vegetable tast testing party (see page 1-10). Display the picture recipe and review the directions with the children until they know them well. Have the children:

- wash and cut the vegetables
- arrange them on a plate
- eat the vegetables

Have the children serve themselves and any other guests that were invited.

Food For Thought

Ask the children to name the foods in the salad that need to be washed before being eaten.



TOMATO CHANT

One tomato, two tomatoes
Three tomatoes, *CLEAN*
Four tomatoes, five tomatoes
Six tomatoes, *CLEAN*
Seven tomatoes, eight tomatoes, *CLEAN*
Nine tomatoes, ten tomatoes, *CLEAN*

Alternate Words:

DREAM
SHEEN
SEEN

Happy Crunching

P

To Know and Learn

Children will practice techniques for cleaning fresh fruits and vegetables.

Materials Needed

The Carrot Strut, see below
raw carrots
vegetable peeler or other vegetable brush

Directions

Sing *The Carrot Strut*, see below, to the children. Have them repeat each line until they know it well.

Give the children their own raw carrots and let them wash the carrots. Ask the children to name everyone who eats carrots (people, rabbits, Bugs Bunny, etc.)

Show the children how to act out the song. To make the activity more exciting, the teacher could dress as a carrot in orange and wear a green hat. Children could make green and orange head bands to wear.

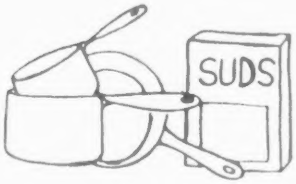
Have the children perform *The Carrot Strut*. They can scrape the carrots during the song with a vegetable brush or peeler or they could just pretend to scrape them.

Ask the children how to prepare carrots for eating. Have them identify other fruits and vegetables that are prepared in a similar manner. Tell them that it is important to wash all raw fruits and vegetables before eating them.

Let the children eat the carrots and have them describe the sound the carrot makes when chewed.

Food For Thought

Ask the children to act out the proper way of preparing raw fruits and vegetables for eating.



THE CARROT STRUT

(can be sung to the theme tune of
Chicken of the Sea)

Ask any carrot you happen to see,
(swing to the music and put one hand
over your eyes)

"Hey, Mr. Carrot! Are you good for me?"
(wave hands and shrug shoulders)

Wash it, scrape it and serve it to me,
(pretend washing, scraping and serving carrots)

Because eating carrots makes me happy
as can be!
(take a bite of a clean carrot and smile)

⇨

3-6

Cleaning To Eat Know How

P

To Know and Learn

Children will learn the importance of cleanliness in eating and cooking by singing *Clean Eating* and practicing these behaviors.

Materials Needed

Clean Eating song on page 3-8
basin of warm sudsy water
basin of warm rinse water
soap
sponge
toothpaste
towel
pots and pans
apple or carrot
toothbrush

Directions

Read *Clean Eating* song on page 3-8 to the children. Have them repeat each line until they know it well.

Demonstrate the activities identified in the song, such as washing hands, scrubbing pots and pans, cleaning food and brushing teeth. Let the children practice each of these activities by:

- Placing their hands under warm water, adding soap, twisting and rubbing their hands until suds appear and rinsing their hands of soap (the *Hand Washing Chart* on page 3-11 can be used).
- Placing fruit under running water until wet, rub with clean hands and dry.
- Placing plates, forks, spoons, pots and pans in warm, sudsy water, rubbing with a sponge to clean, rinsing in warm water and setting them out to dry (if possible, provide children with an opportunity to practice washing dishes in the housekeeping area).
- Placing toothbrush under water to wet, adding toothpaste, brushing teeth in a circular front-to-back motion and rinsing mouth and toothbrush.

Practice singing and acting out the song until children are comfortable with each activity.

Have the children practice these activities regularly.

The following books can be used to further explore the concepts taught in this lesson:

Kim Remembers To Wash (Yakima Home Economics Association, P.O. Box 2424, Yakima, Washington 98902, 1973).

The Man Who Didn't Wash His Dishes (P. Drasilovshy, Scholastic Book Service, New York, 1950).

Food For Thought

Ask the children to demonstrate correct procedures for hand or food washing; plate, fork, spoon, pot or pan washing; and brushing teeth.

CLEAN EATING

(can be sung to the tune of
Row, Row, Row Your Boat)

Wash, wash, wash your hands
(pretend washing hands)
Wash before you eat,
Happily, happily, happily, happily,
Washed hands are so neat.

Rinse, rinse, rinse your fruit
(pretend washing fruit)
Rinse before you eat,
Happily, happily, happily, happily,
Clean fruit can't be beat.

Scrub, scrub, scrub your pots,
(pretend scrubbing pots)
Scrub after you cook,
Happily, happily, happily, happily,
Scrub after you cook.

Wash, wash, wash your spoon,
(pretend washing spoon)
Wash it after you eat,
We wash our plate and fork and spoon,
We wash them after we eat.

Brush, brush, brush your teeth,
(pretend brushing teeth)
After all you eat,
Happily, happily, happily, happily,
Brushed teeth can't be beat.

Playing It Safe

To Know and Learn

Children will understand the facts about clean and safe food preparation and storage techniques by completing an apple puzzle and answering questions.

Materials Needed

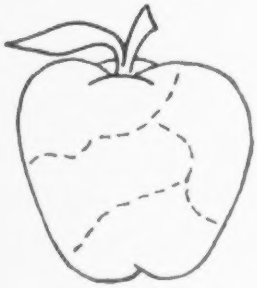
apple puzzle on page 3-12
apple puzzle questions cards on page 3-13
crayons or felt tip markers
bulletin board, blackboard or wall
tape or thumbtacks
scissors

Directions

Color and cut out the apple puzzle on page 3-12. Cut along the dotted lines to separate the puzzle pieces. Question cards on page 3-13 can also be cut out.

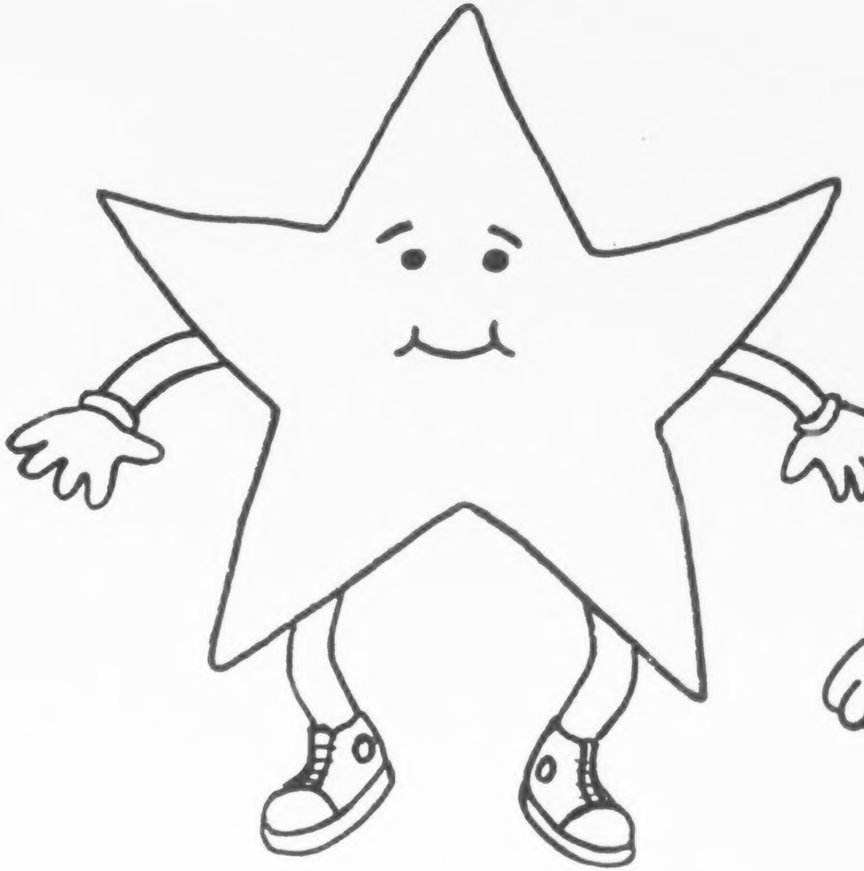
Divide the class into two teams. Read one question. The first team to correctly answer the question gets to add one puzzle piece to the bulletin board, blackboard or wall. The team that completes the apple puzzle first wins the game.

Ethnic or regional foods should be inserted into the question cards.



Food For Thought

Based on the responses to the questions, review safe and clean food storage, preparation and eating techniques.



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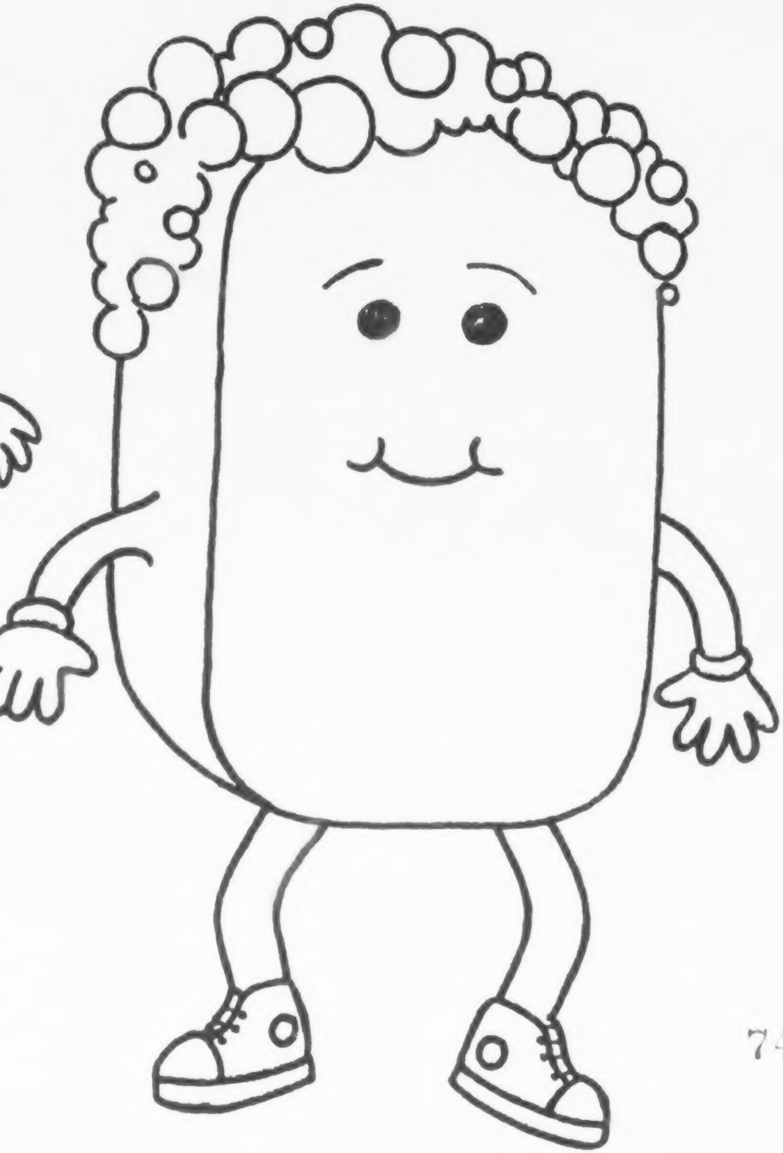

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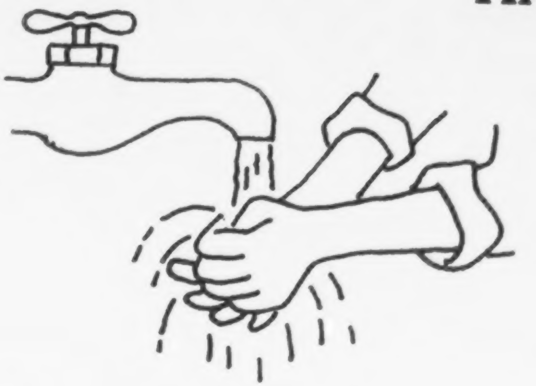
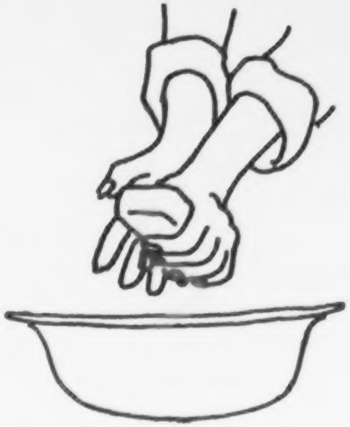
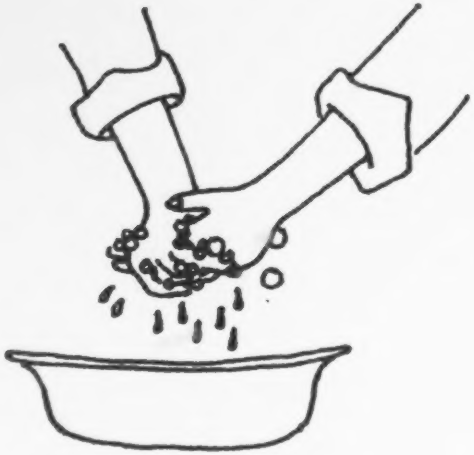
HAND WASHING CHART



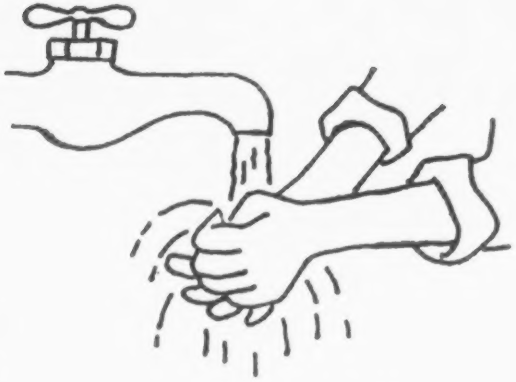
1. wet hands



2. use soap

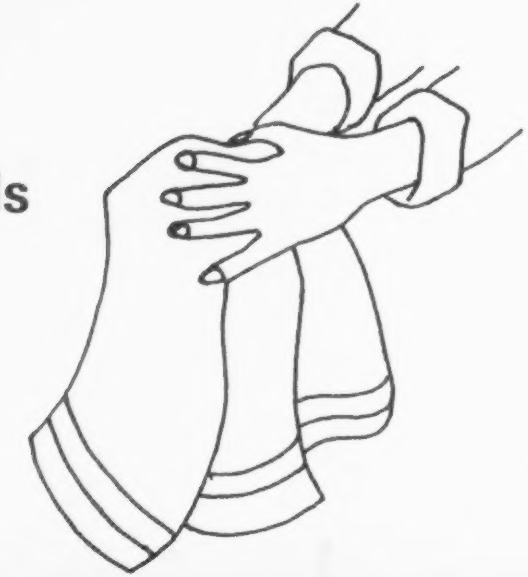


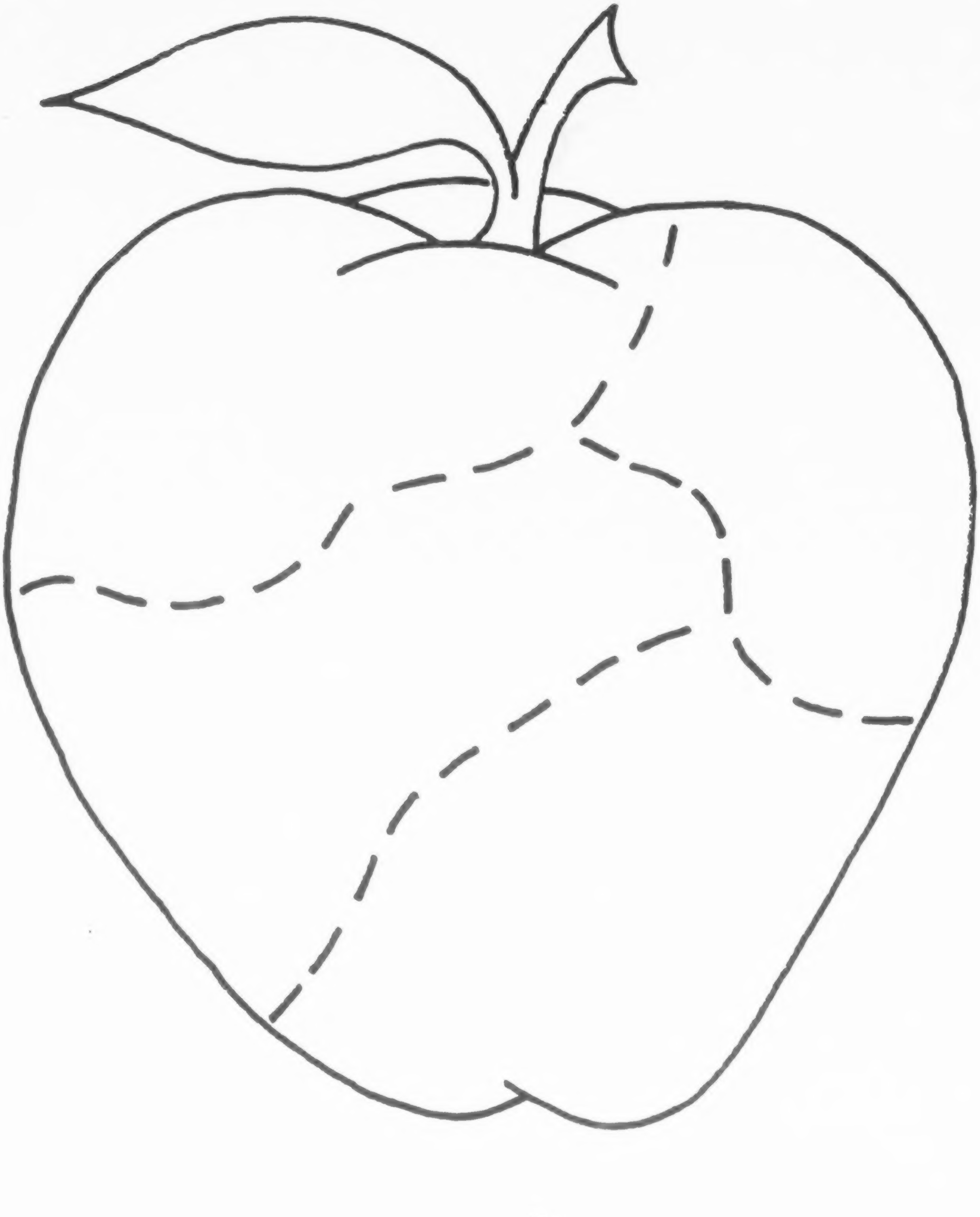
3. rub hands together



4. rinse well

5. dry hands





APPLE PUZZLE QUESTION CARDS

What part of your body do you wash before making a meal?

(hands)

What part of your body do clean before washing fruit?

(hands)

How should good hand washing water feel?

(warm)

Do you wash your legs and hands each time you prepare to eat?

(no)

Does a (glass)* need to be washed after you use it?
*(plate, cup, fork, knife, spoon or napkin)

(yes)

Do we eat bread that has bugs on it?

(no)

Where do we keep (milk)*?
*(raw fruits and vegetables, cheese or meat)

(cool place)

What should we do before eating foods that have fallen on the floor?

(clean them)

Do we need to wash a (spoon)* that fell on the floor?
*(plate, cup, fork, knife or napkin)

(yes)

Where do we keep canned foods that are not opened?

(cupboard, bag, box, pantry, closet or cabinet)

Where do we keep frozen vegetables*?
*(ice cream, bread, cereal)

(in the freezer)

UNIT 4

Variety Surrounds Me

Grand Ideas

I need to eat a variety of foods.

Children like to explore their world. Part of this exploration involves trying new foods. Young children need to try new foods so that they will like and eat a variety of foods. Learning to accept and eat a variety of foods is an important part of the preschoolers' education.

Preschool children are at an ideal age to learn about foods and to try a variety of new foods. Nutrition education should begin with preschoolers because early food experiences lay the groundwork for life-long eating habits.

Teacher Know How

Preschool children are very energetic, imaginative and curious. Every other sentence seems to begin with the question, "Why?" They like to explore and try new things. This makes the preschool years an ideal time to begin teaching nutrition.

Preschool nutrition education often focuses on cooking. There is much more involved in it, however! Eating and serving meals and the exploration of food are also an important part of nutrition education.

The exploration of food is an essential experience for Head Start children. Food appeals to all five senses which arouses childrens' curiousity. Food experiences give children the opportunity to observe, experiment and discover food characteristics such as size, color and shape. Meals and snacks served family-style at Head Start centers promote the development of healthful, life-long eating habits by introducing children to new foods and by teaching them appropriate serving sizes. Mealtime in the Head Start program is an ideal time to discuss nutrition concepts with the children.

To grow and develop fully, preschool children need to eat a variety of foods: There is no single food or group of foods that can meet all of the body's nutrient needs. Children are growing, so it is especially important for them to eat sufficient amounts of a variety of foods. A diet that includes a variety of foods can help insure that nutrient and energy needs are met. Eating a variety of foods means eating foods from each food group every day (fruits and vegetables milk and dairy products; bread and cereal products; and meat, fish, poultry, eggs, dried beans and peas).

The purpose of this unit is to help children explore the basic characteristics of foods, such as the size, color and shape of foods.

Resources

The following resources may be useful in helping children achieve the objectives of this unit. You may have other appropriate materials in your classroom.

Annie's Rainbow (R. Brooks, William Collins and World Publishing, 1975).

My Very First Book Of Colors (E. Carle, MacMillan Publishing, 1971).

Hailstones And Halibut Bones (M. O'Neil, Doubleday and Company, 1961).

Big Ones, Little Ones (T. Hoban, Greenwillow Books, 1976).

Round And Square (J. Martin, Platt and Munk Publications, 1965).

Shapes (M. Schlein, Scott Foresman and Company, 1952).

Objective

Students will identify a variety of foods of different shapes, sizes and colors.

Food Magic

To Know and Learn

The story, *Food Magic*, will give children an opportunity to identify many different foods and develop listening skills.

Materials Needed

Food Magic story on pages 4-3 and 4-4
food and story pictures on pages 4-21—4-24
thumbtacks or tape
flannel board, bulletin board, blackboard or wall
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

Color and cut out the *Food Magic* food and story pictures on pages 4-21—4-24. Pictures can be covered with clear contact paper to increase durability.

Read the story *Food Magic* on pages 4-3 and 4-4 to the children. Use the food and story pictures to illustrate the story. Thumbtack or tape each picture to a flannel board, bulletin board, blackboard or wall when indicated in the story.

After reading the story to the children, ask them to answer the following questions:

How did Hermie the Crab feel before he ate many different foods?

(grumpy)

Why do we need to eat many different foods?

(to grow big and strong)

Can you help Hermie the Crab remember the foods he saw?

Name the foods he found.

(tortilla, milk, broccoli, etc.)

What color is each food?

(yellow- banana, corn, cheese, etc.)

Which foods are round?

(tortilla and orange)

Which foods are square?

(waffle and cheese)

Which foods are long?

(corn, broccoli and banana)

The story can be modified in several ways. For example, puppets could be used to dramatize the characters named in the story. Or, additional foods could be added to the story (perhaps foods that are being served to the children for the first time or to introduce a new color or shape). Also, if the children are not yet able to identify a variety of colors or shapes, the story could be adapted to focus on foods of only one specific color or shape (e.g. red foods or round foods). The story characters can be used repeatedly to expand on the childrens' knowledge of colors and shapes.

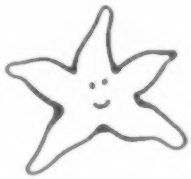
These books can be used to help children learn more about colors:

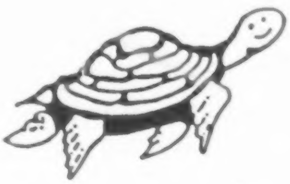
Smile, Ralph, Smile (D. Andrews, Sunkist Growers, Inc., California, 1971).

An Apple Is Red (N. Curry, Bowmar Publishing Corporation, New York, 1967).

Food For Thought

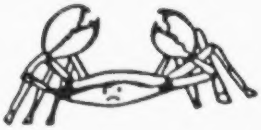
To determine if children are able to name a variety of foods, ask each child to name the different foods that Hermie the Crab found. If there is time, discuss the shape, size and color of each food. To describe shape, use words like round, square, flat and long. To describe size, use words like big and small. And, to describe color, use words like white, yellow, brown, green and red.





FOOD MAGIC

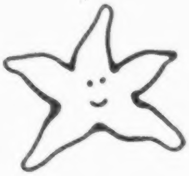
This is a story about Hermie the Crab.



Hermie was a grumpy young crab. He lived on the ocean floor under a big rock.

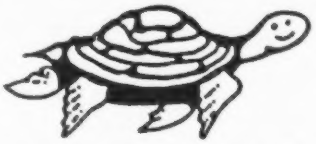
All of his neighbors would come by and try to brighten up his day. "Hello," said the octopus.

"Hello," said the starfish.



But Hermie only said, "grumpf" and watched them swim past him. He was so grumpy! He never had the energy to say, "Good Day" and play with his friends in the bay. But he did want to grow big and strong.

One day Sandy the Turtle swam to Hermie's rock to visit.

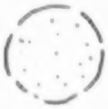


"Hello Hermie," Sandy said. "Grumpf," Hermie said, "Grumpf, Grumpf, Grumpf." Sandy said, "Hermie, you are too grumpy. You don't say hello to your friends. You don't play with us. What is making you so grumpy?" "I don't know," Hermie sighed. "I am so tired of living here and eating the same foods every day. Maybe that is why I am so grumpy."

Sandy the Turtle said, "Hermie, I have a great idea. Let's go on a treasure hunt and find *Food Magic*. I think it might make you happier. We will find some foods that will help you grow to be big and strong."

Hermie decided he would go with Sandy. He hoped Sandy could help him stop being so grumpy and find foods that would make him grow big and strong.

Sandy and Hermie left the rock to find *Food Magic*. Sandy brought a map. Along the way, Sandy found a clue to *Food Magic*—a tortilla. "Look Hermie," Sandy said, pointing to the tortilla. "This is a tortilla. A tortilla has a light brown color. It has a round shape."



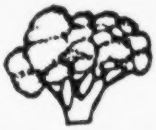
Hermie had never thought of eating a tortilla before. "I wonder how a tortilla tastes?", thought Hermie, and they continued on their way.

"Look over there. I see a glass of milk!" said Sandy. Milk is white.

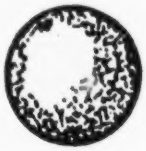
"That is a Big glass of milk," said Hermie. "I never thought of drinking milk before." Hermie started to get excited. "Now I know two more foods I can eat, a tortilla and milk."

Hermie and Sandy continued looking for clues on the path to *Food Magic*. Along the way, they saw other foods that Hermie had never eaten.

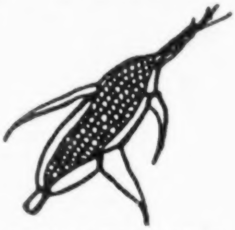
The next clue they saw was broccoli. It was green. It was also long and looked like a small tree. Hermie was starting to feel happy.



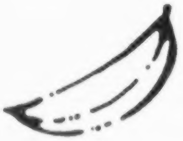
Next they saw a round food. It was an orange. It was as round as a ball!



Not far from the orange they saw another clue to *Food Magic*. "Oh my!" said Hermie. "What is that pretty yellow food? It is so long!" "That is an ear of corn," said Sandy. "It is one of my favorite foods!"

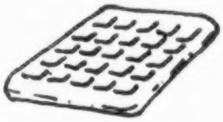


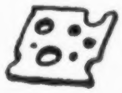
"Isn't there another kind of long, yellow food?" Hermie asked. "I think it is a food that monkeys like to eat." "Oh, yes," said Sandy. "That is a banana. See how long it is? It is yellow, too."



"Are there any square foods?" Hermie asked.

"Oh, yes," said Sandy. "There are waffles. Waffles have a square shape. They are also brown. Cheese often has a square shape, too. It often has a yellow color."





"There are so many different foods," said Hermie. "If I eat all these foods I may not be grumpy anymore. I will have more energy to work and play and I will grow big and strong."

Hermie was very happy. He couldn't wait to tell his neighbors by the rock about all the new foods he had found. Sandy smiled at Hermie and said, "Now, Hermie, you have found the *Food Magic*. Now you know that you have to eat many different foods. That is what *Food Magic* is all about. We must eat different foods like tortillas, milk, broccoli, eggs, oranges, corn, bananas, waffles, and cheese to help us grow big and strong."

Hermie the Crab is not grumpy anymore because now he eats many new foods that help make him grow big and strong!

Perfect Pairs

To Know and Learn

This card game will enable children to develop sorting and color discrimination skills.

Materials Needed

food pictures or cards on pages 4-25—4-40
heavy paper squares, index cards or
an old deck of cards
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Cards

Food pictures can be cut out of magazines, newspapers, seed catalogs or grocery store advertisements. Or, a more colorful deck of cards can be made as follows:

Color and cut out the food pictures on pages 4-25—4-40.

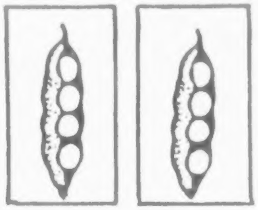
Glue or tape each food picture to one side of the heavy paper squares or to the cards. Trim any excess paper. The back of the card can be left blank or covered with colorful paper.

Cards can be covered with clear contact paper to make them more durable.

B. To Use the Cards

Show the children how to match two cards that have the same food item pictured.

Children can also use the cards to group foods by color or shape.



Food For Thought

To determine if children have learned to match pictures of food items, ask them to find two pictures of an apple or another food item. To determine if they have learned to identify colors and shapes or to sort these foods, ask them to find the pictures foods or round foods.

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Color Me Hungry

To Know and Learn

This song will enable children to begin to sort foods by color, shape or size. This activity will also provide children with an opportunity to practice motor skills.

Materials Needed

Sing About the Colors rhyme on page 4-7
food pictures (optional, pictures from other lessons can be used)
string or tape
paper (optional)

Directions

Give each child a food picture, or have the children draw a food picture, find a food picture in a magazine, seed catalog, newspaper, or grocery store advertisement.

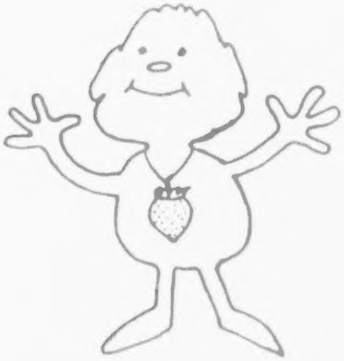
Tape a food picture to each child's shirt. A "food necklace", could also be made by punching a hole in the picture and threading a string through the hole. The string should be long enough to fit easily over the child's head. Tie the ends of the string together to form a "necklace."

Use the rhyme, see below, to help the children learn to recognize foods by color. Repeat the rhyme several times, changing the colors so that all the children get a chance to "fall down." Children may also want to clap as they say the rhyme. Children can also exchange foods with each other and repeat the activity.

The rhyme can be varied by changing the colors to the size or shape of foods.

Food For Thought

Children can practice identifying the color, shape or size of foods by naming foods of a certain color, shape, or size. For example, ask the children to name a food that is green.



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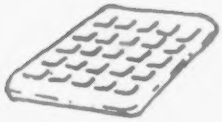
SING ABOUT THE COLORS*

Sing about the colors
All the colors in the town
Red foods, yellow foods
Red foods fall down.

Sing about the colors
All the colors in the town
Red foods, yellow foods
Yellow foods fall down.

Sing about the colors
All the colors in the town
Red foods, yellow foods
All foods fall down.

* Accent marks indicate where children should clap.



Variety Jar

To Know and Learn

Children will pratice identifying and sorting foods from a container. They will also practice counting skills by removing, counting, and replacing the food pictures into the container.

Materials Needed

1 large container (for example a jar, fishbowl or a plastic laundry basket with open sides)
a variety of food items or food picture (pictures from other lessons can be used)

Directions

Place the food items or pictures into the container. Food pictures from other lessons can be used or food pictures can be cut out of magazines, newspapers, seed catalogs or grocery store advertisments. Ask the children to:

Name all the foods that they see.
Name all the red foods that they see.
Name all the yellow foods that they see.
Name all the orange (green, brown, or white) foods that they see.
Name all the round foods that they see.
Name all the square foods that they see.
Name all the long (rectangular or triangular) foods that they see.

Take the foods out of the container. Have the children:

Count all the foods.
Count all the red foods (yellow, orange, brown, green or white) foods.
Count all the round foods (square, long, rectangular or triangular) foods.

Children may want to put the foods back into the container as they name or count the foods.

Food For Thought

To determine if the children are able to identify a variety of foods, ask the children to name foods that were in the container; find the pictures of these foods; describe the shape, color and size of the foods and return the food pictures to the container.

Favorite Food Collage

To Know and Learn

This collage will give the children an opportunity to identify their favorite foods and describe them to their friends.

Materials Needed

food pictures (children may draw the food pictures or cut them out of magazines)
paper
thumbtacks or tape
bulletin board, blackboard or wall
crayons or felt tip markers
scissors

Directions

Place a blank sheet of paper on the wall or bulletin board. The paper should be at the eye level of the children. At the top of the paper write *"Our Favorite Foods"*.

Ask the children to draw or find pictures of their three favorite foods. After they have found or drawn the pictures, ask them to hold up their three favorite foods and name the foods. Also, ask them why they like these foods.

Thumbtack or tape each child's food pictures to the collage. Draw a circle around each child's foods with a crayon and write the child's name in the circle. Ask them to look at the collage and find other children who have the same favorite foods. Have the children name all of the foods.

Favorite Food Collages can also be done on smaller pieces of paper and taken home.

Food For Thought

To determine if children can name a variety of foods, ask the children to name all the foods on the collage.

Fabulous Food Mobile

To Know and Learn

By making a food mobile, the children will learn to sort or group foods by color or shape and practice fine motor skills.

Materials Needed

food pictures (food pictures can be drawn or cut out of magazines)
construction paper
coat hangers, dowels, or plastic straws
string or ribbon
hole punch
glue or tape
scissors

Directions

Ask the children to draw or cut out six food pictures from magazines, newspapers, or grocery store advertisements. Children could also be asked to draw or find foods of the same color, shape or size.

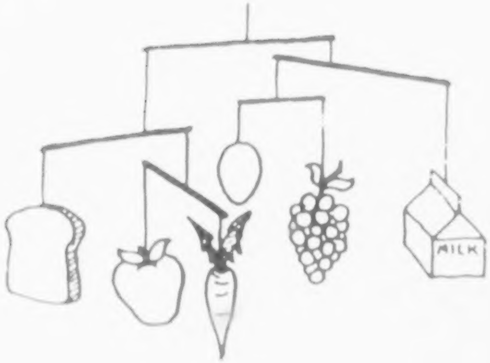
After the children have drawn or cut out the food pictures, ask them to glue or tape them to construction paper. The children can trim any excess construction paper.

Punch a hole at the top of each picture and thread the string or ribbon through the hole. Tie the string to the hanger, dowel, or plastic straw.

Hang the mobiles by a window to let the wind blow the foods.

Food For Thought

To practice identifying a variety of foods, have each child show the class his or her mobile and name each of the six foods.



Fantastic Food Puppets

To Know and Learn

By making a puppet, the children will express their creativity through art and practice fine motor skills. The puppet show will help them develop language abilities and learn about a wider variety of foods.

Materials Needed

paper
straws or wooden sticks (tongue depressors or popsicle
sticks)
glue or tape
crayons or felt tip markers
scissors

Directions

Have the children draw a food picture with crayons or felt tip markers. The children should draw a face on the food puppet (like the one shown) and give the puppet a name.

Ask the children to cut out the drawings and glue or tape them to a straw or a popsicle stick.

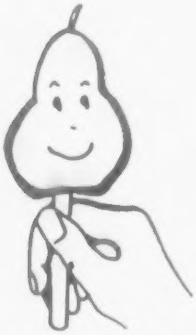
Explain to the children that they are going to give a puppet show. In the show, each child should tell the name he or she gave the puppet and describe the food's color, shape or size. For example, a child might hold up a carrot puppet stick and say "I am Carrie Carrot. I am orange. I am long. I am good to eat. I grow under the ground." Encourage the children to ask each "Fantastic Food Puppet" questions.

A puppet show theater can be created by draping a towel over a table or by using a box. The children can then hide behind the table or box and present their puppets. The children can also bring their puppets to music time and have the puppets "sing."

Children can keep their Fantastic Food Puppets in their cubby holdes and bring them to lunch or snacktime when that food is served.

Food For Thought

To determine if the children are able to name a variety of foods, finish the activity by asking the children to name the food their neighbors drew.



Food Wrapping Paper

To Know and Learn

By drawing foods, the children will review the shape, color, and names of foods. The children can also practice sorting or grouping foods. The paper can be used as gift wrap.

Materials Needed

sheets of brown wrapping paper, newsprint, freezer paper or brown paper bag
crayons, felt tip markers, or thick paint
scissors
block printers*

Directions

Give a sheet of wrapping paper, newsprint, freezer paper, or brown paper bag to each child.

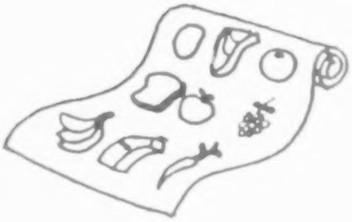
Ask the children to draw many different foods on the paper using crayons, felt tip markers or block printers. (*Block printers can be made ahead of time by gluing twine in the shape of a food to a block of wood. Children can use thick paint to print on the paper with the block printer.)

When the drawings are finished, ask each child to show his or her paper to the class and name the different foods that were drawn.

This paper can be used to wrap another project or to take home as a present.

Food For Thought

To determine if the children are able to name a variety of foods, have the children exchange food drawings and name the foods on that paper.



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Banana Surprises

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To Know and Learn

Children will experience a variety of foods by preparing *"Banana Surprises."* Children will also begin to develop fine motor, food preparation, and counting skills.

Materials Needed

Banana-Nana Surprise poem on page 4-14
bananas
a variety of toppings: (choose two or three of these food items that are new to the children)
nuts, raisins, cottage cheese, cherries, shredded coconut, sunflower seeds, granola, oatmeal, pineapple sauce, peanut butter, yogurt
knife
cutting board
bowls or paper plates
spoons

Directions

Read the *Banana-Nana Surprise* poem on page 4-14 to the children.

Ask the children to repeat each line after you. Practice saying the poem with the children until they know it well.

After repeating the poem, ask the children to:
Describe what a banana looks like inside and outside.
Name foods that were eaten with the banana.

Have the children make Banana Surprises. To make these treats:

Give each child a bowl or paper plate and one-half of a banana.

Put the banana in the bowl or on the plate.
Ask the children to name the color of the banana peel and the color of the banana itself.

Place the food toppings on a table so the children can easily reach them.

Name each food that the children could add to their bananas.

Let the children select from these foods to make their own Banana Surprises.

After the Banana Surprises are made, ask the children to:

Name the foods used to make Banana Surprises.

Count the number of different foods added to the Banana Surprises.

Name the color of each food added to the Banana Surprises.

Name the shape of each food added to the Banana Surprises.

After the discussion, give the children spoons and let them eat their Banana Surprises.

Food For Thought

To determine if children can identify a variety of foods, ask the children to name as many foods as they can that they could add to a banana to make a "Banana Surprise."

BANANA-NANNA SUPRISE

Banana, Banana
Long and yellow when ripe
I love to eat you banana
You are such a pretty sight

Chorus

Ba-nan-a, nan-a
Fo-fan-a, fan-an-na
Me-my, mo-man-na
Ba-nan-a, nan-na, Banana

Banana, Banana
Long and yellow when ripe
I peel your coat banana
And see your inside's all white

Chorus

Banana, Banana
Long and yellow when ripe
I can eat you with other foods, banana
Like cheese, nuts and raisins, right:?

Chorus

Banana, Banana
Long and yellow when ripe
Anyway I eat a banana
Bananas are a treat alright!

Chorus

Food Fun Dominoes

To Know and Learn

This game will help children begin to learn number recognition. The children can also learn to sort and group foods according to shape and color.

Materials Needed

Food Domino Cards on pages 4-41—4-77
heavy paper, index cards or cardboard
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Food Domino Cards

Color and cut out the *Food Domino Cards* on pages 4-41—4-77.

Glue or tape each of the *Food Domino Cards* to one side of the heavy paper, index cards or cardboard. Trim any excess paper or cardboard.

The cards can be covered in clear contact paper to make them more durable.

B. To Use the Food Domino Cards

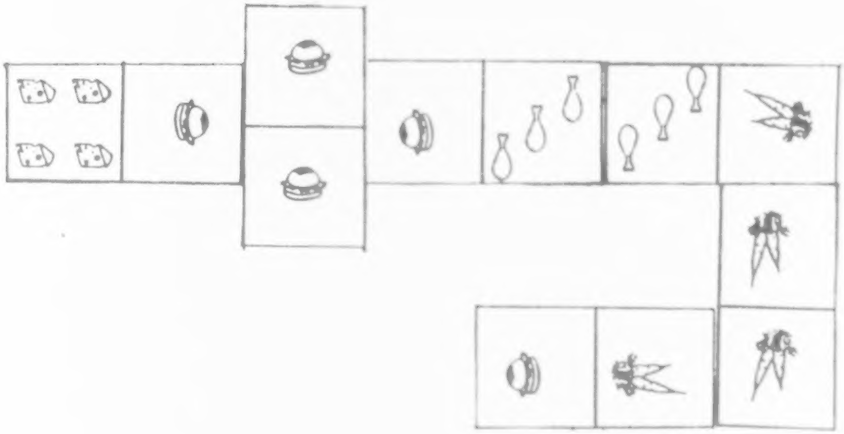
Show the children how to match the cards that are alike. By matching each end of the dominoes, a long row of cards can be made. The dominoes having the same food on both ends can be used as a crosspiece to change the direction of the dominoes.

Children can also count the foods or identify the color and shape of the foods.

Older children can use the Food Dominoes to actually play the game of dominoes.

Food For Thought

To determine if the children can identify a variety of foods, ask the children to name the food on each food domino card. Children can also practice basic math skills by matching and counting the number of food pictures on each card.



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Food Puzzler

To Know and Learn

By using these puzzles, children will practice reading readiness skills by matching the name of a food with its picture and enhance perceptual skills by completing the puzzles.

Materials Needed

Food Puzzler Cards on pages 4-48—4-52
heavy paper, index cards or cardboard
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Cards

Color and cut out the *Food Puzzler Cards* on pages 4-48—4-52.

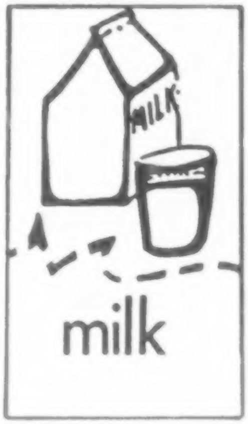
Glue or tape each of the *Food Puzzler Cards* to one side of the heavy paper, index cards or cardboard. Trim any excess paper or cardboard. Cut each card into two pieces along the dotted line.

Each puzzle piece can be covered with clear contact paper to make the puzzle pieces more durable.

B. To Use the Cards

Show the children how to complete the puzzle by matching the puzzle pieces and/or matching a food picture with its name.

Children can also practice naming each food after they have matched the correct puzzle pieces. Older children may want to practice reading the words and/or naming the letters used in each word.



Food For Thought

To determine if children can complete the puzzle, have them find the puzzle piece that matches an apple (or other food). Have them name the food and describe its shape and color.

Buggy Wheels

P

To Know and Learn

Children will practice fine motor skills, reading readiness and counting skills by preparing *Buggy Wheels* using a picture recipe.

Materials Needed

Buggy Wheels picture recipe on page 4-53
celery
peanut butter, cottage cheese or yogurt
raisins
carrots
knife
cutting board
toothpicks
paper plates

Directions

Display the *Buggy Wheels* picture recipe on page 4-53. Review each step with the children until they know them well. Have the children:

- wash the celery and carrots
- slice the carrots to make circles
- insert the toothpicks through the celery and attach the carrot "wheels"
- spread the peanut butter, cottage cheese or yogurt onto the celery
- top with the raisins

Talk about the foods that were used in the activity after all the *Buggy Wheels* are made.

Count the number of different foods used to make the *Buggy Wheels*.

Ask the following questions:

What foods were used to make the *Buggy Wheels?*
What colors are they?
What shapes are they?
How many different foods were used to make the *Buggy Wheels?*

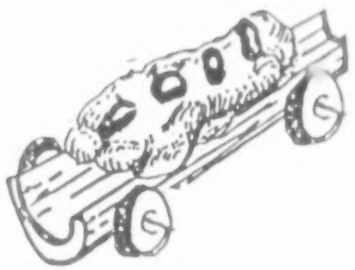
With young preschoolers, it may be preferable to omit the wheels and call this snack *"Monkeys in a Canoe."*

The following book can be used to reinforce the concept of shape recognition:

Shapes And Things (I. Hoban, MacMillan Publishing Company, New York, 1970)

Food For Thought

To determine if the children can identify a variety of foods, have them name all the foods used to make this snack.



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Fruit Kabobs

P

To Know and Learn

Children will have the opportunity to practice fine motor, reading readiness and counting skills by preparing a snack using a picture recipe.

Materials Needed

Fruit Kabob picture recipe on page 4-54
Fruit Fun song, see below
a variety of fruits that are new to the children:
(for example: apple, pear, orange, peach, melon banana, papaya, kiwi, grapes, nectarine)
knife
cutting board
toothpicks
paper plates or cups

Directions

Display the *Fruit Kabob* picture recipe on page 4-54. Review each step with the children. Have the children:

- wash and/or peel the fruit
- cut it into chunks
- place the fruit on toothpicks.

After all the *Fruit Kabobs* have been made, ask the children these questions:

What is the name of each fruit used in the *Fruit Kabobs?*

What is the color of each fruit used in the *Fruit Kabobs?*

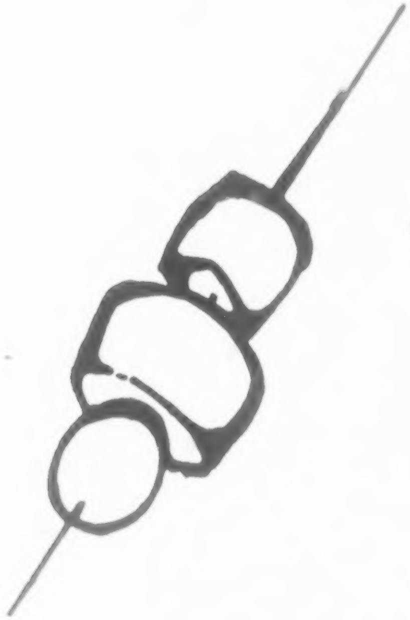
How many different fruits were used to make the *Fruit Kabobs?*

Children can then eat the fruit kabobs.

Read the *Fruit Fun* song, see below, after the children have finished eating the *Fruit Kabobs*. Let them practice saying the poem, then let each child insert a different fruit at the appropriate place in the poem.

Food For Thought

To determine if children can identify a variety of fruits, ask them to name the different fruits used to make the fruit kabobs.



FRUIT FUN

Chorus
*Kemo, Kimo, Kewe **
With a hi hi ho and a hi hi he

An APPLE is a fruit
that is fun to eat.

Chorus

An ORANGE is a fruit
that is fun to eat.

Chorus

A BANANA is a fruit
that is fun to eat.

Chorus

A KIWI is a fruit
that is fun to eat.

Chorus

* *(pronounced key-mo, kye-mo, key-wee)*

Variety Is Smiling At Me

P

To Know and Learn

Children will practice fine motor skills, reading readiness and counting skills. Children can also experience new foods by making and eating a *Smiling Sandwich*.

Materials Needed

Smiling Sandwich picture recipe on page 4-55
whole wheat bread
peanut butter or applesauce
raisins, olive slices or slices of hard cooked eggs
cheese cubes
orange sections or pineapple rings
knife
cutting board
paper plates

Directions

Display the picture recipe for *Smiling Sandwiches* on page 4-55. Review it with the children. Have the children:

- place one slice of bread on a paper plate
- spread peanut butter or applesauce on the bread
- add an orange section or one-half a pineapple ring for a mouth
- add raisins, olive slices or slices of hard cooked eyes
- add a cheese cube for a nose.

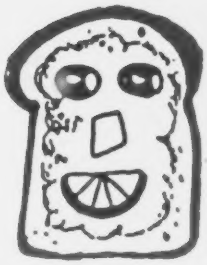
After the children have finished making *Smiling Sandwiches*, ask them to answer the following questions:

What foods were used to make the *Smiling Sandwiches?*
What colors are they?
What shapes are they?
Are they sweet or tart; hot or cold; smooth or rough?

Ask the children to point to their noses, their mouths, and their eyes: Have them name the foods that were used to represent these facial parts on the *Smiling Sandwiches*.

Food For Thought

Have the children recite the recipe for *Smiling Sandwiches*. Ask them to touch their eyes, nose, and mouth to practice identifying parts of the face as they recite the recipe.



Vegetable Soup

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To Know and Learn

Children will identify and try a variety of foods by preparing and eating *Vegetable Soup*. They will also practice fine motor, reading readiness and counting skills.

Materials Needed

Vegetable Soup picture recipe on page 4-56
celery
carrots
green peppers
potatoes
tomato juice
stove or hot plate
pot
knife
cutting board
paper cups
spoons

Directions

Begin the lesson by asking the children:

How do you think we make vegetable soup?
What should we put in the soup?
Should we put bananas (oranges, pears, soap, napkins, etc.) in the soup?

Ask the children to name vegetables, pull the vegetables or a picture of the vegetables from a bag and show the class.

Display the picture recipe on page 4-56. Review it with the children and have them:

- wash and cut the vegetables (one cup of each)
- place them in a pot with water and tomato juice
- bring ingredients to a boil and reduce heat
- simmer for 15 minutes

While the Vegetable Soup is cooking, ask the children the following questions:

What foods were used to make the Vegetable Soup?

What colors are they?
What shapes are they?
How many different foods were used to make the Vegetable Soup?
What temperature is the soup (hot or cold)?

Serve the soup in paper cups.

Ask the children if the foods changed after they were cooked. Have them describe the feel of the vegetables before they were cooked (crispy and hard or firm) and after they are cooked (softer). (The lesson, Food Fantasies, on page 5-32 expands on the concept of how food changes when cooked.)

The book, *Stone Soup*, (A. McGovern, Scholastic Book Services, New York, 1968) can be used with this activity. The story is about making a delicious soup with vegetables and meat.

Food For Thought

Review the *Vegetable Soup* picture recipe with the children and ask them to name and describe the vegetables used to make the soup.

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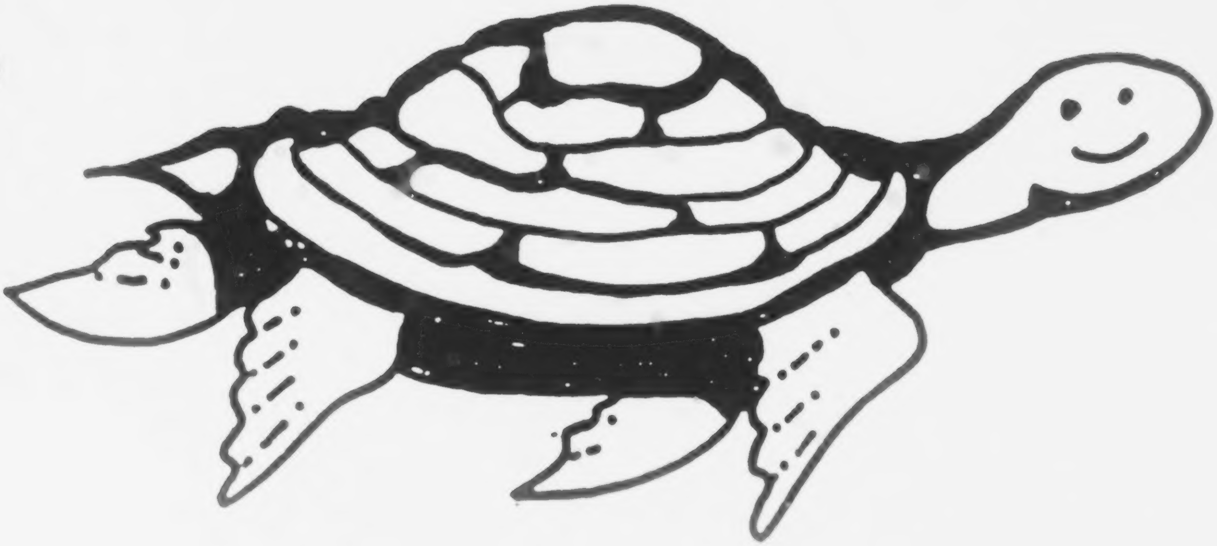

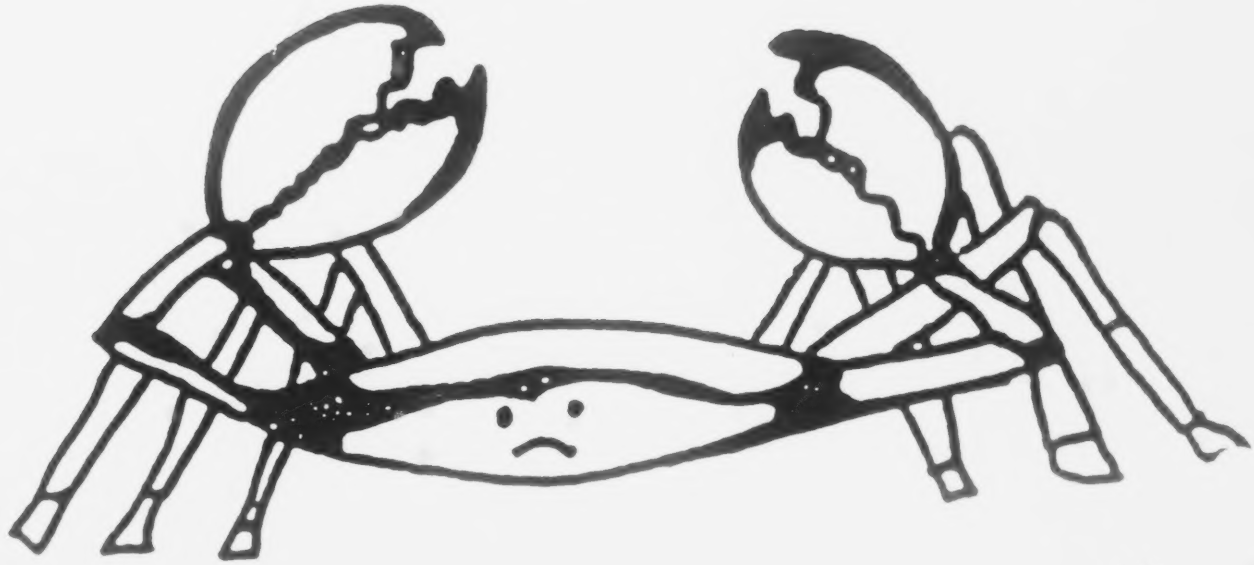

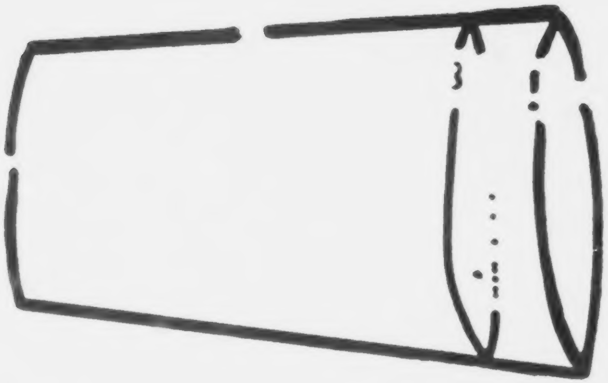

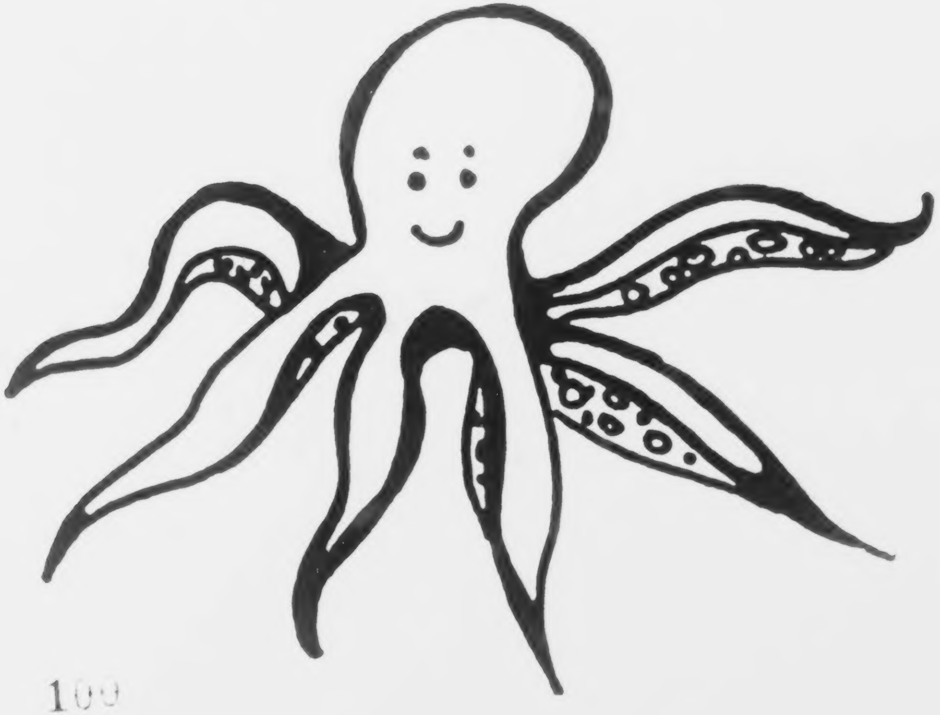

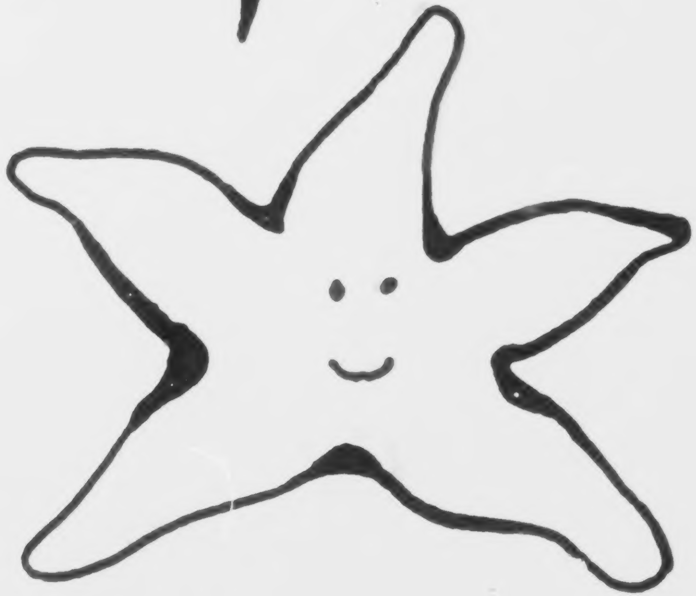

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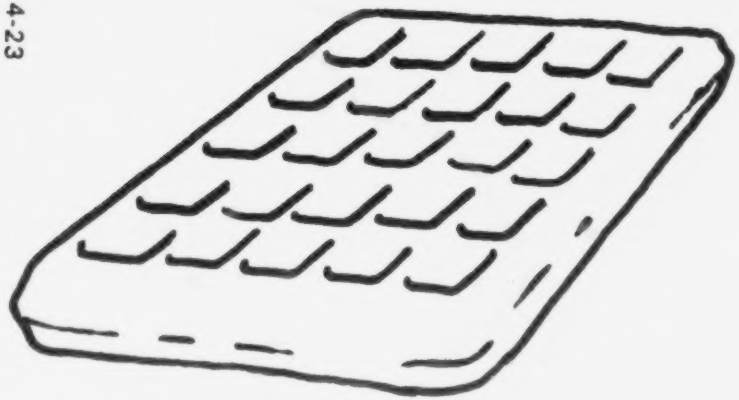

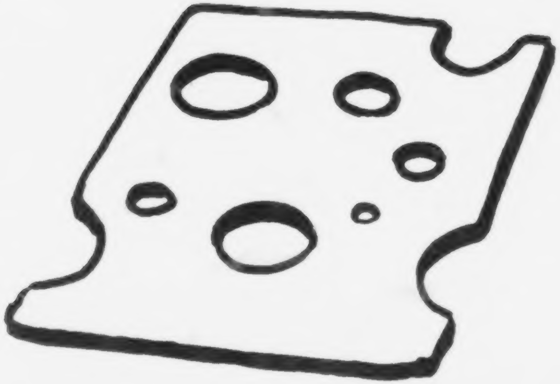

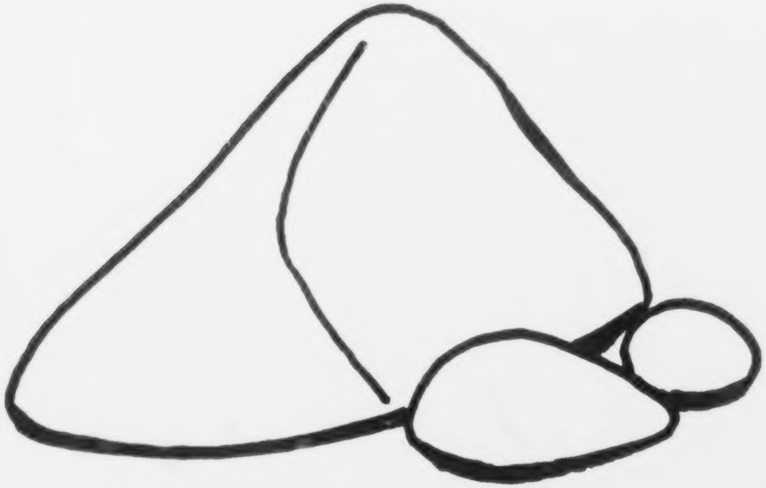

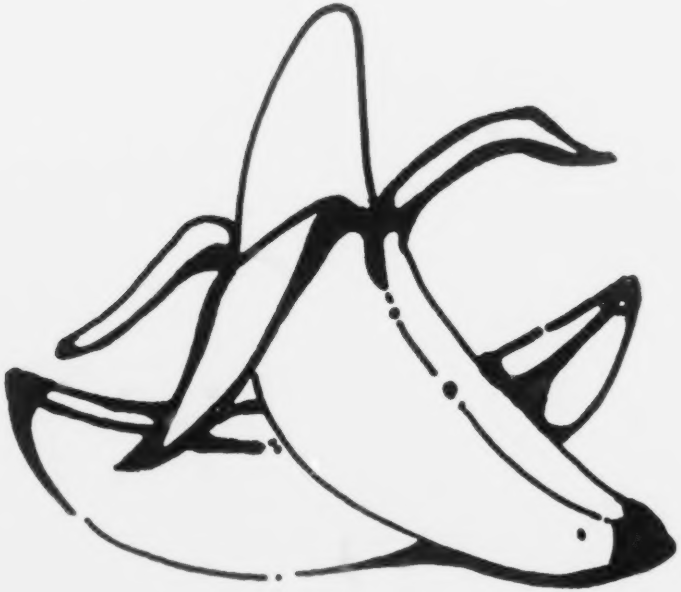

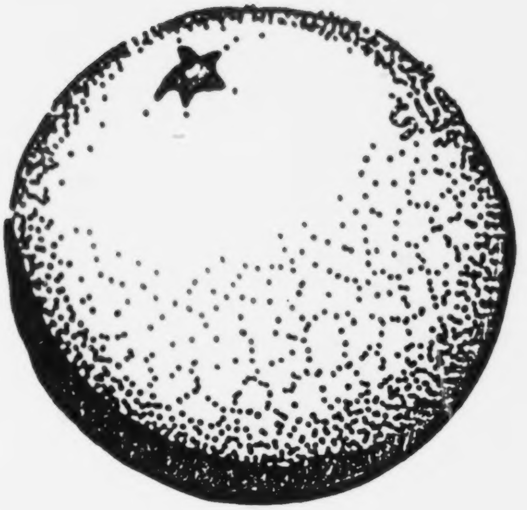

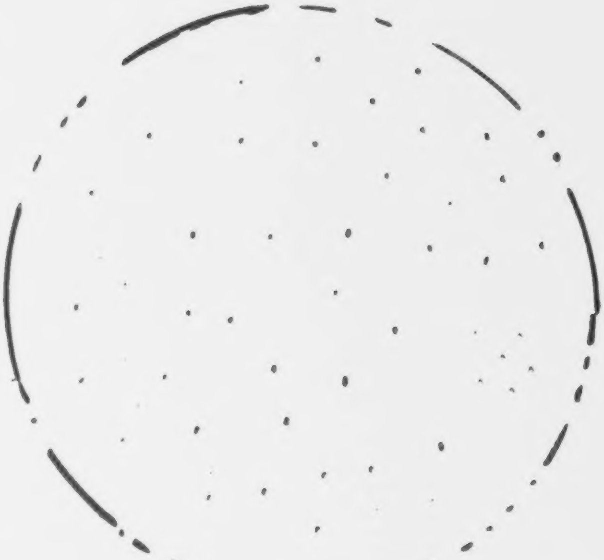

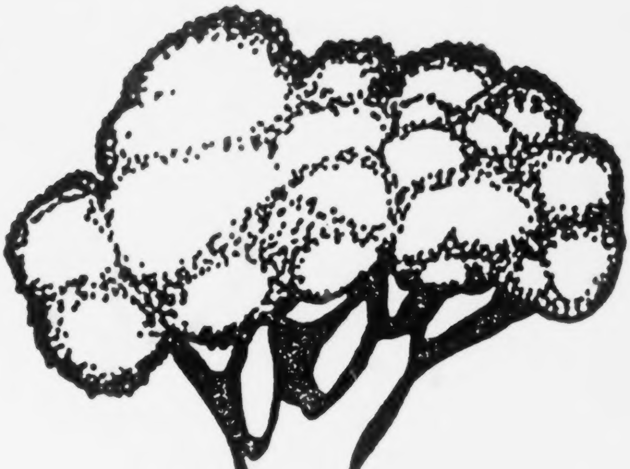

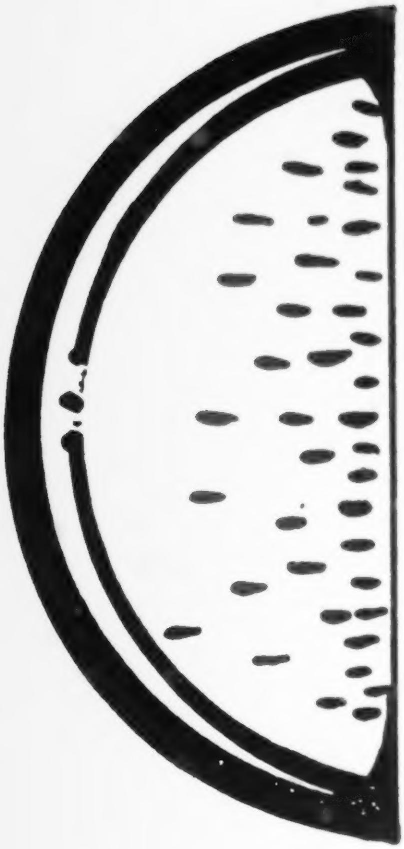

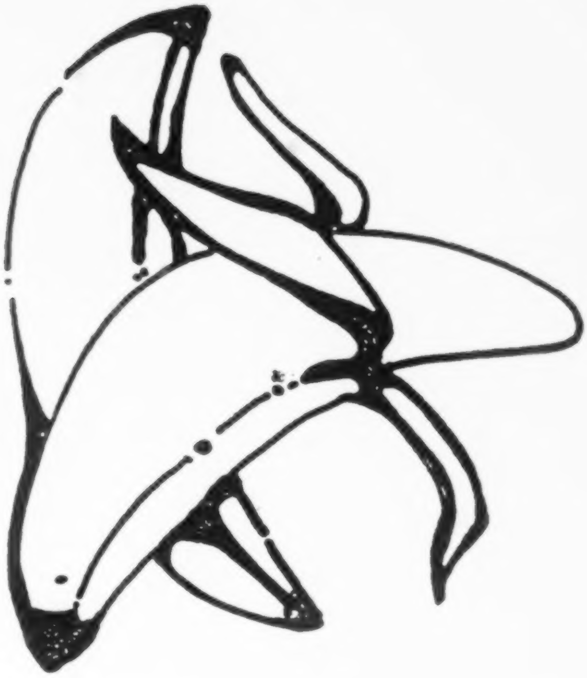

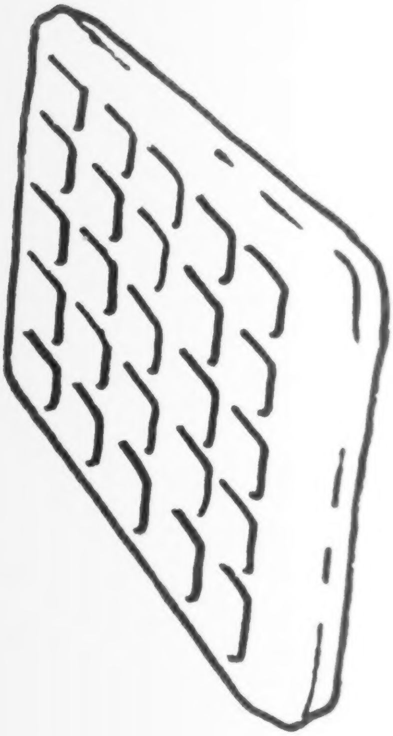

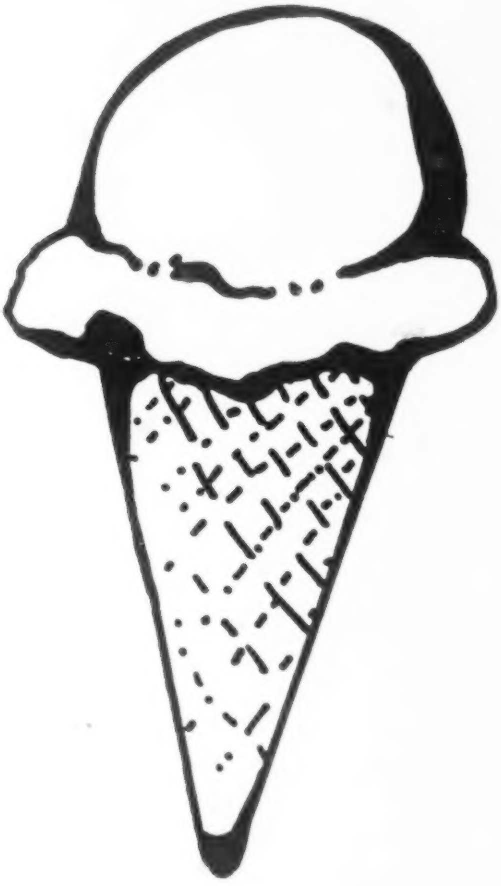

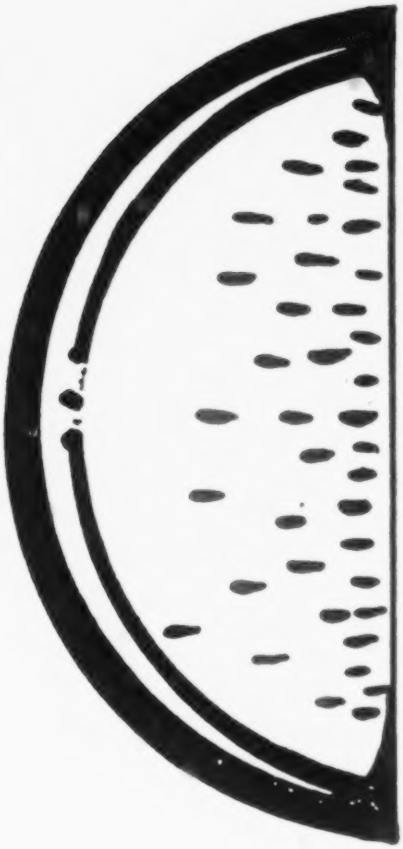

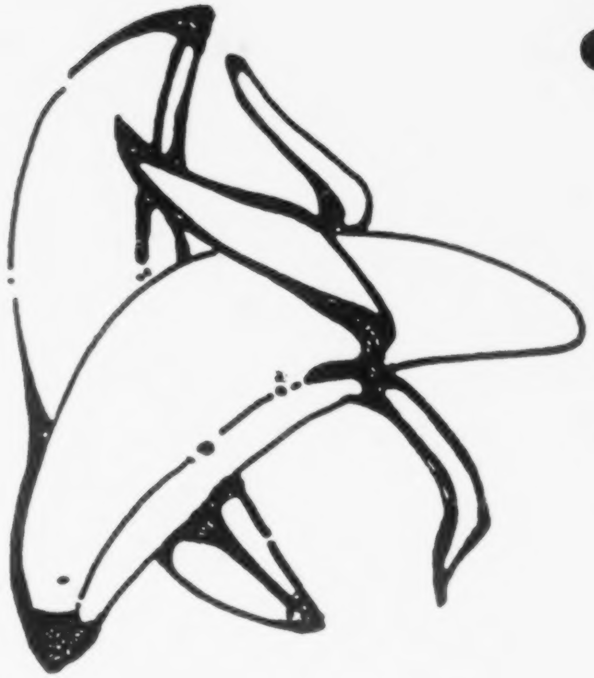

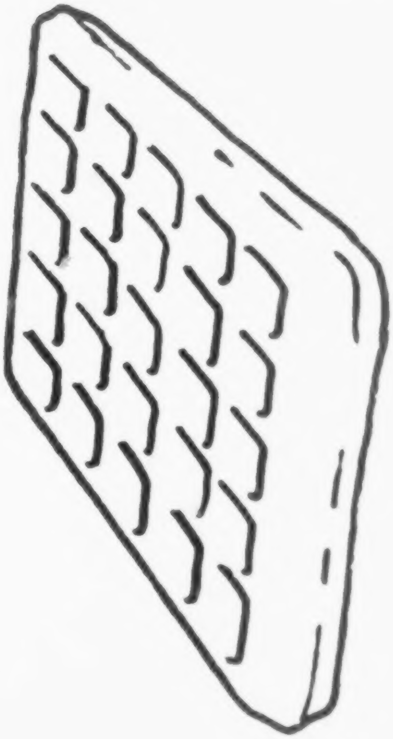

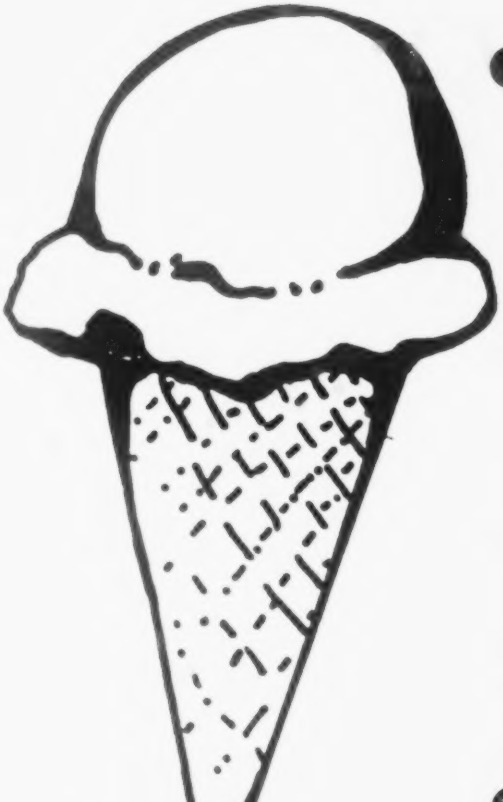

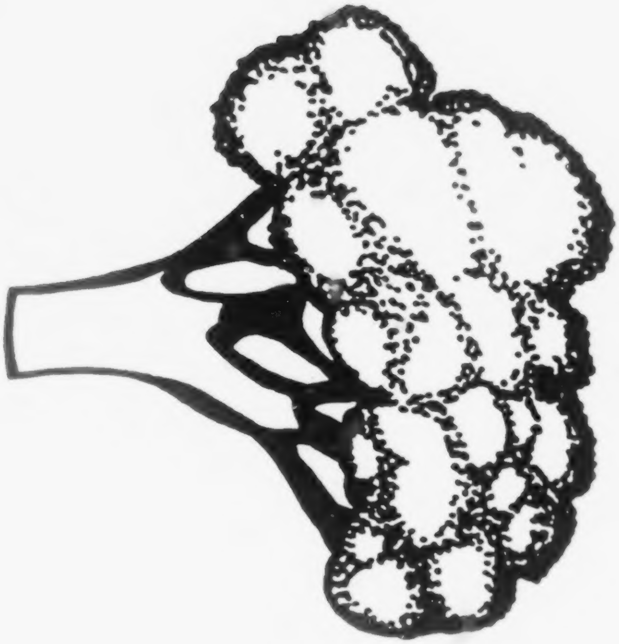

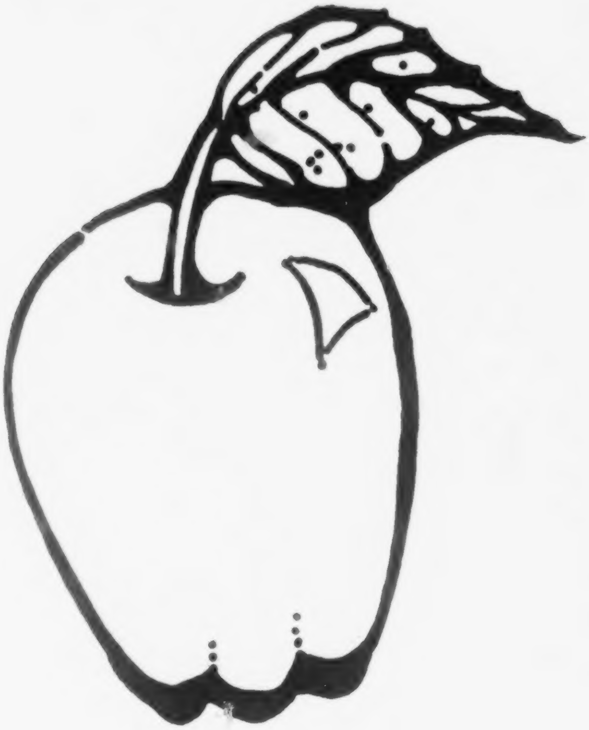

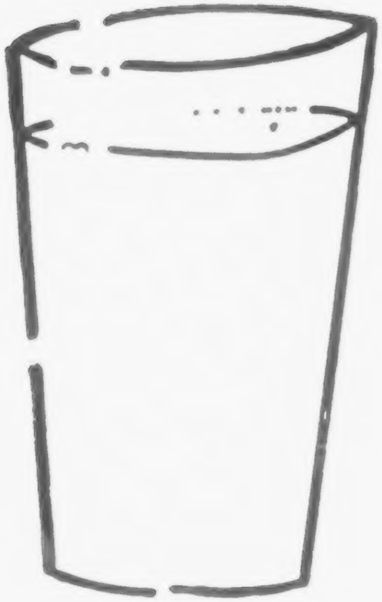

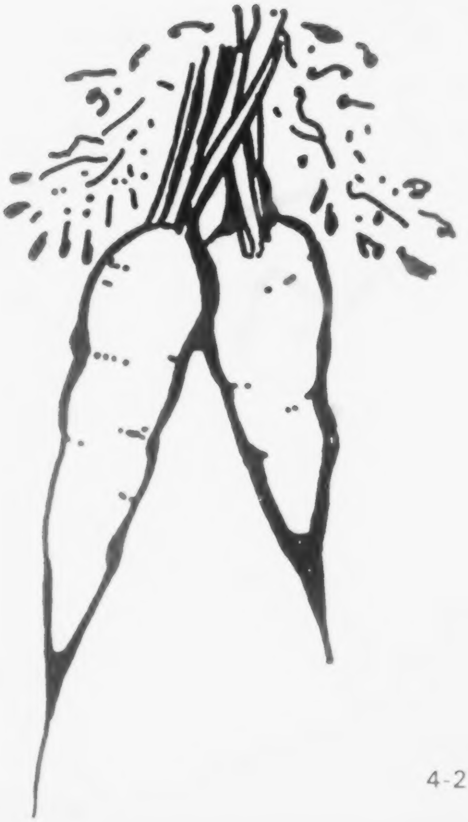

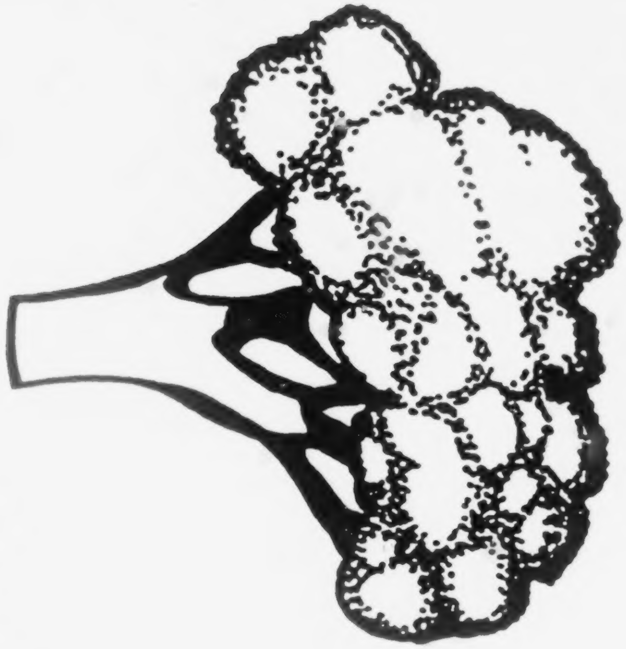

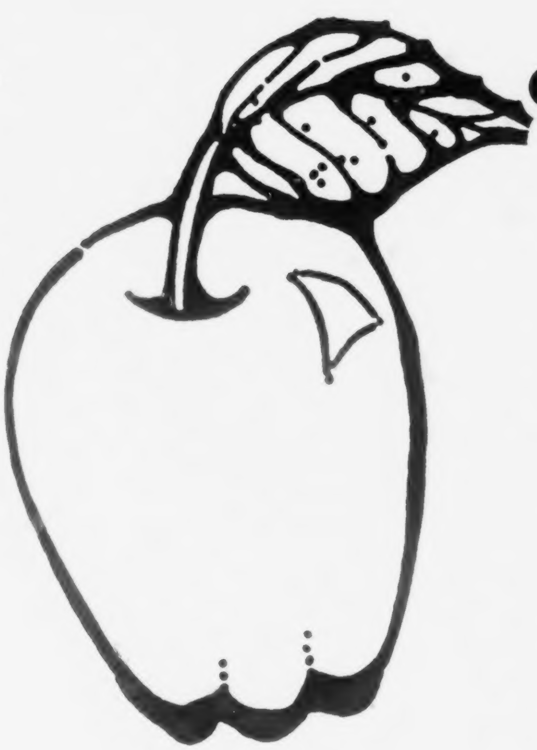

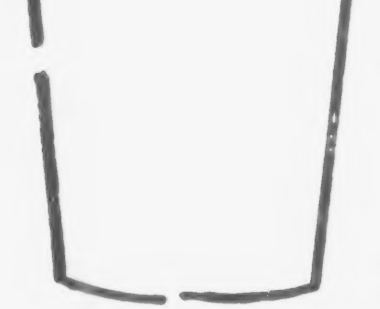

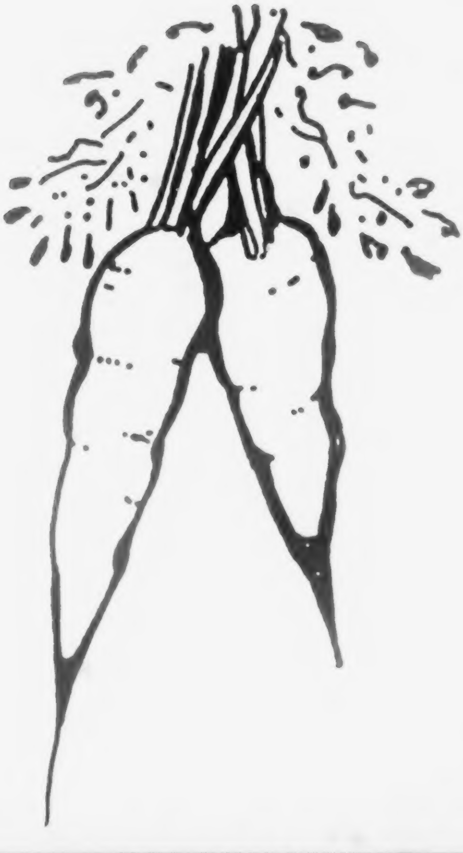

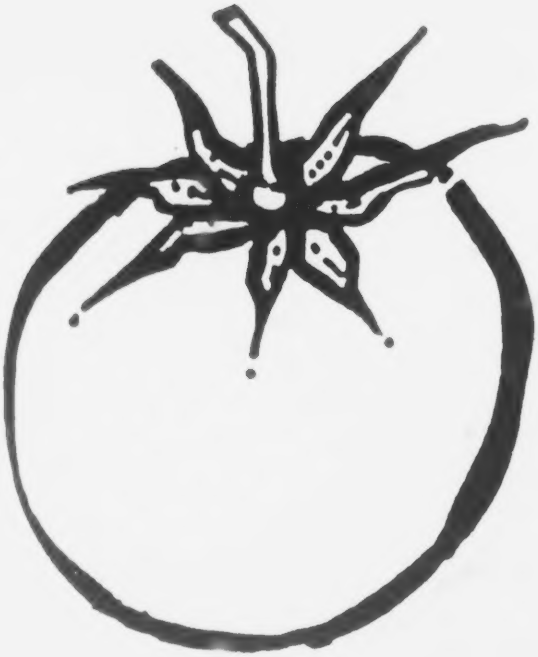

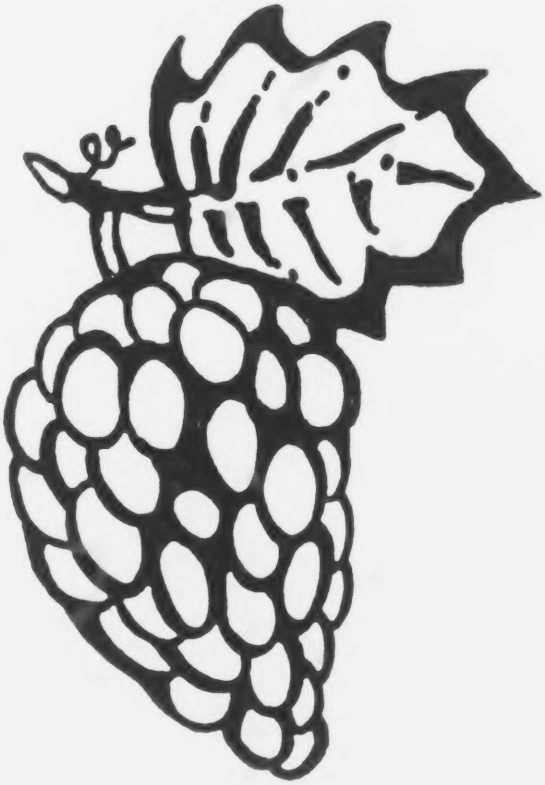

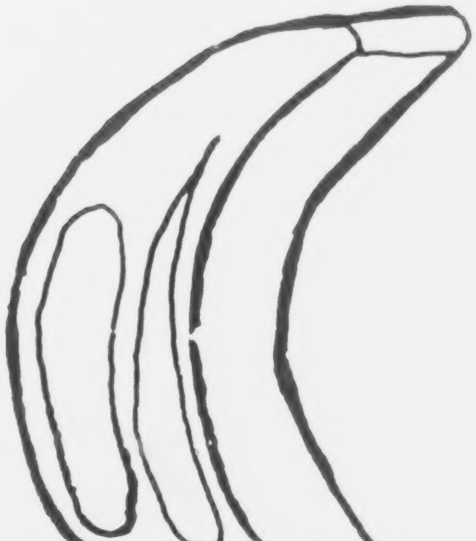

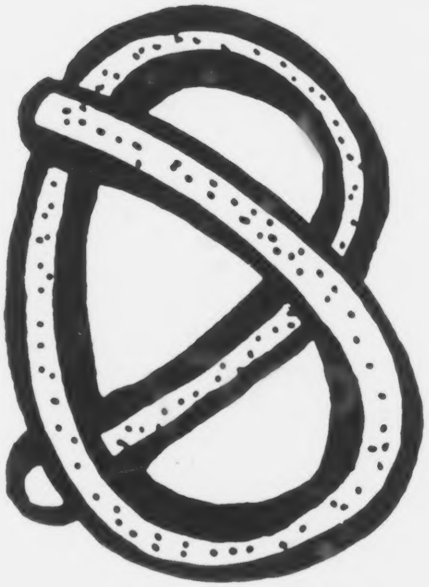

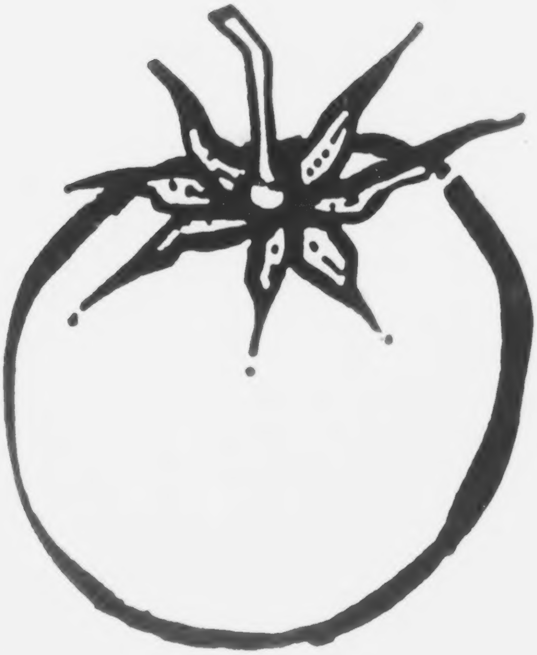

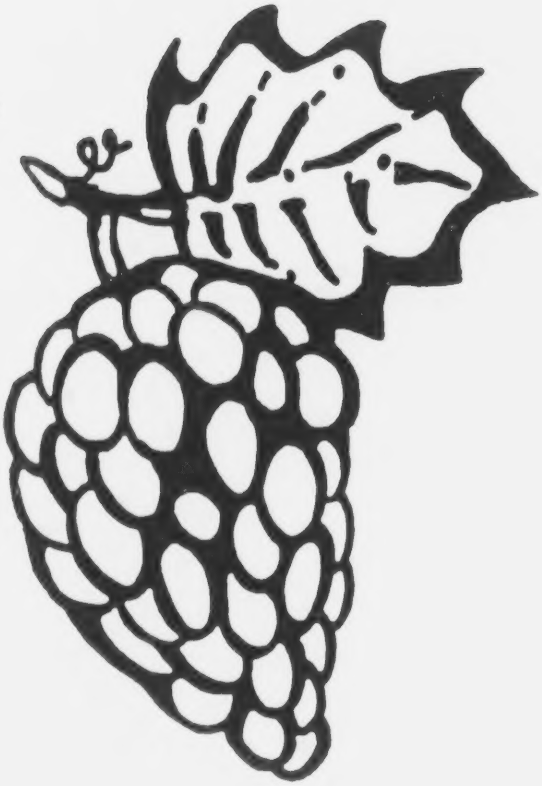

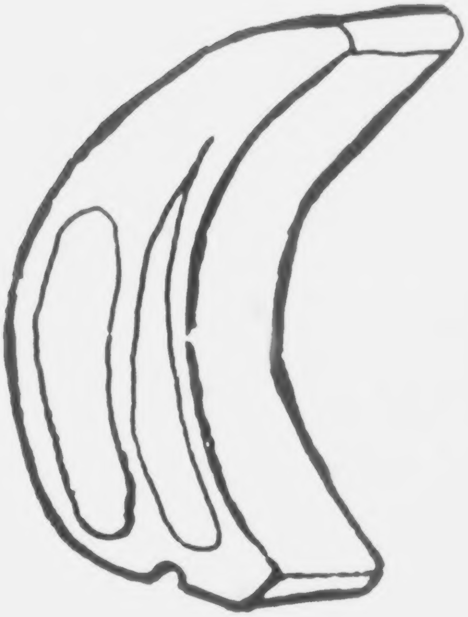

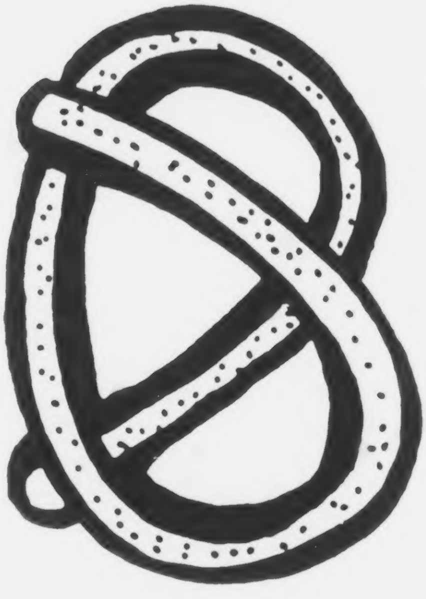

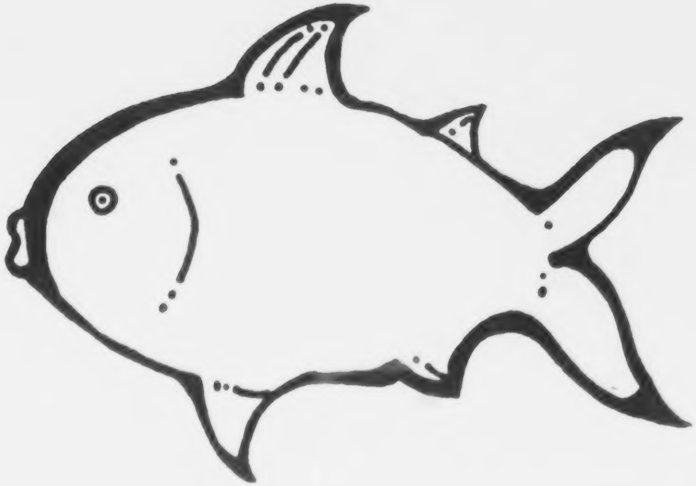

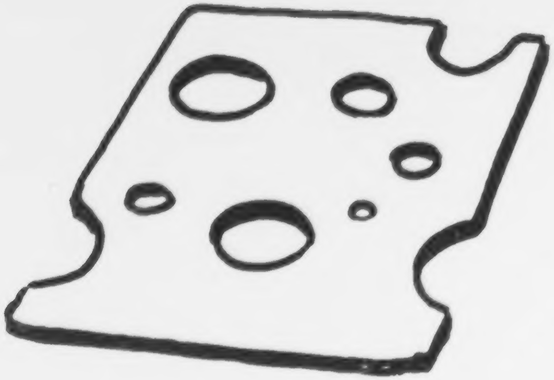

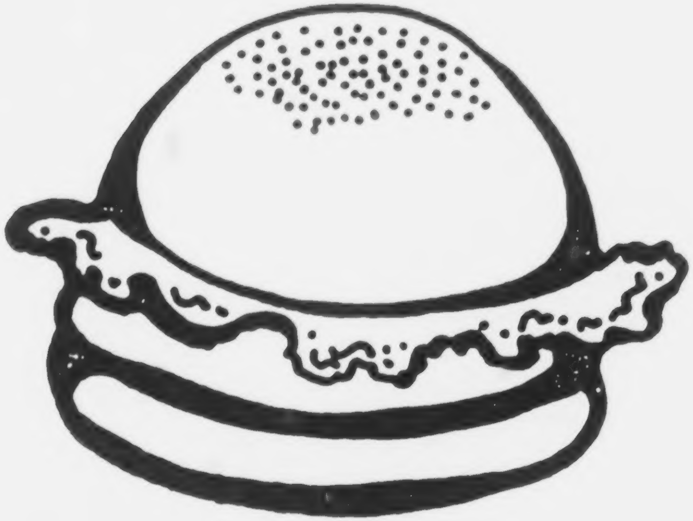

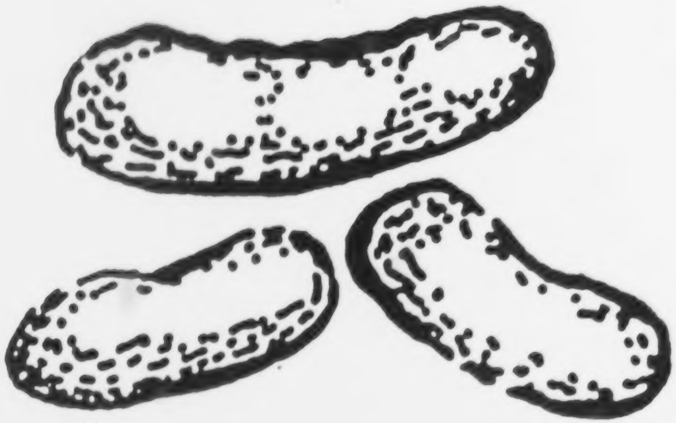

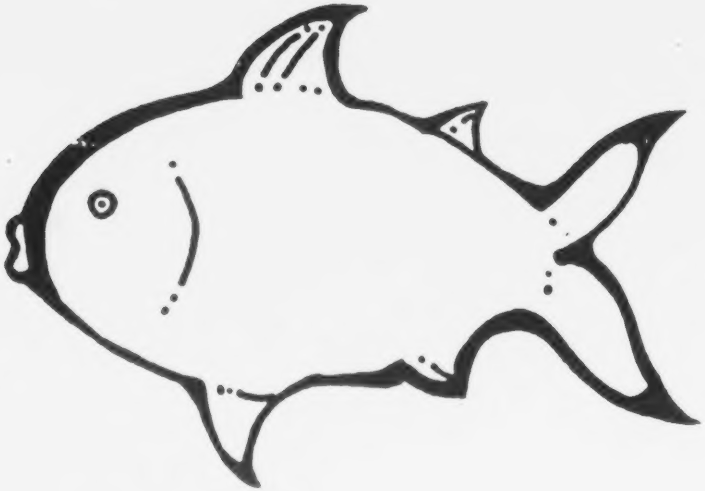

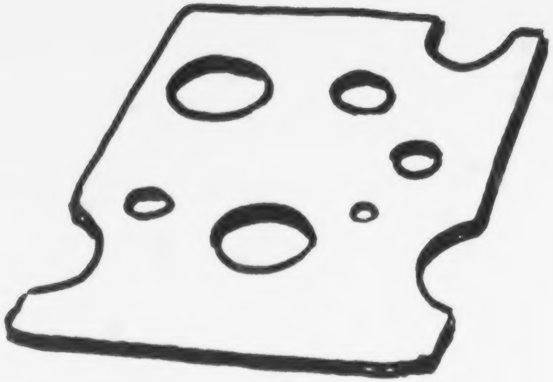

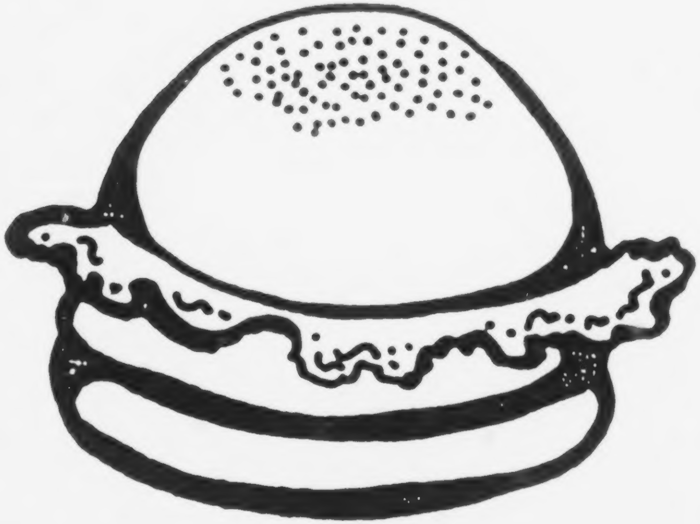

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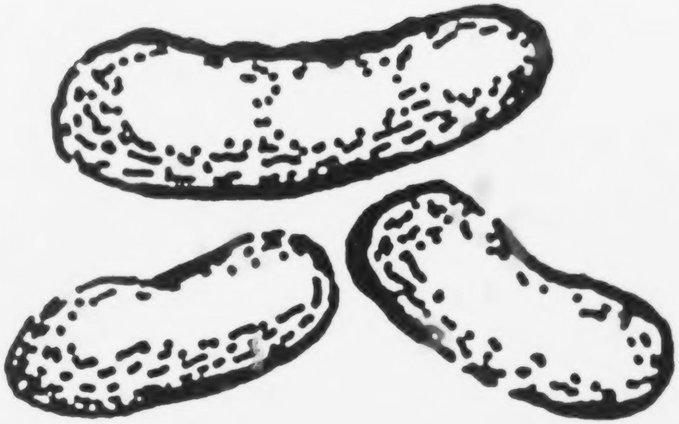

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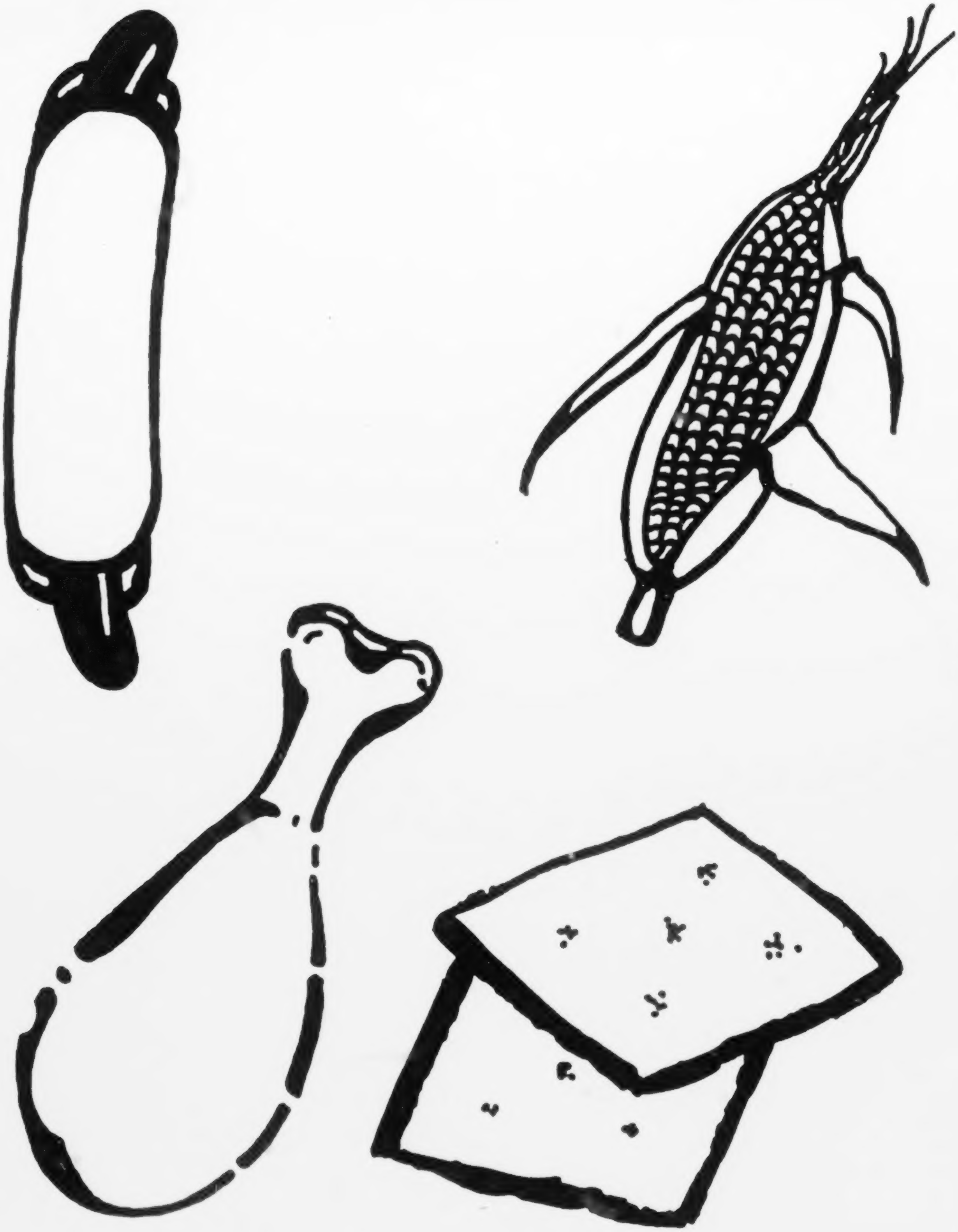

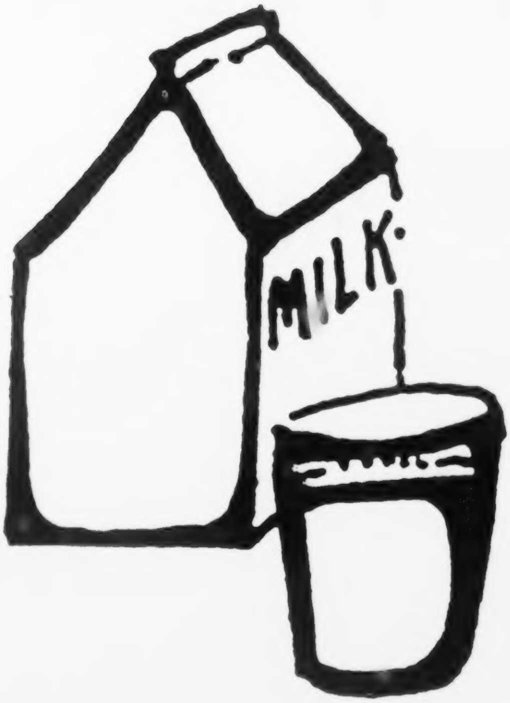
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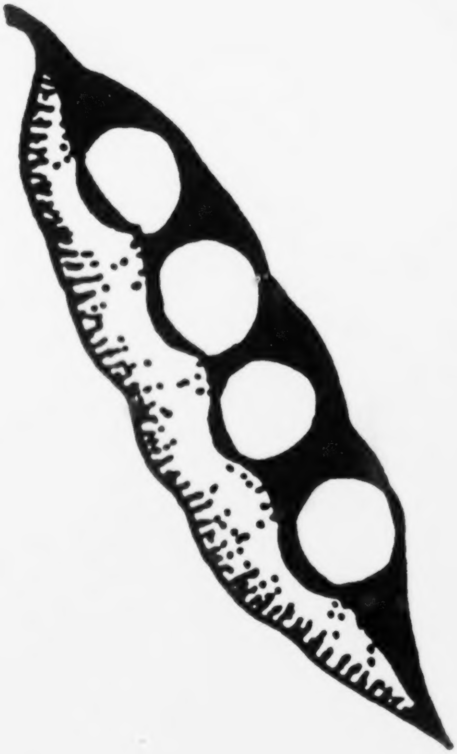

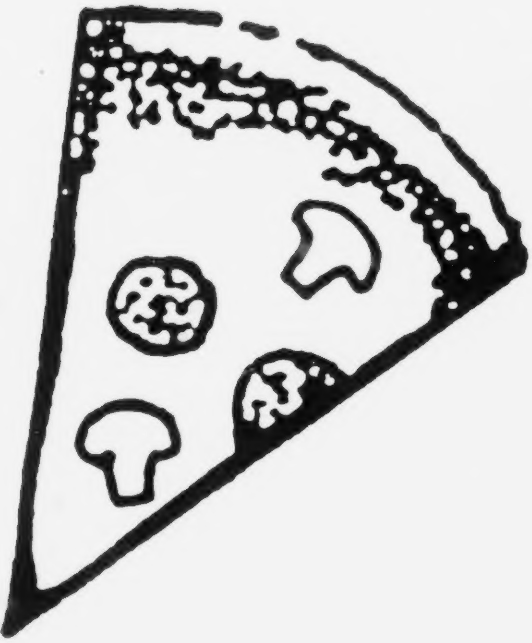

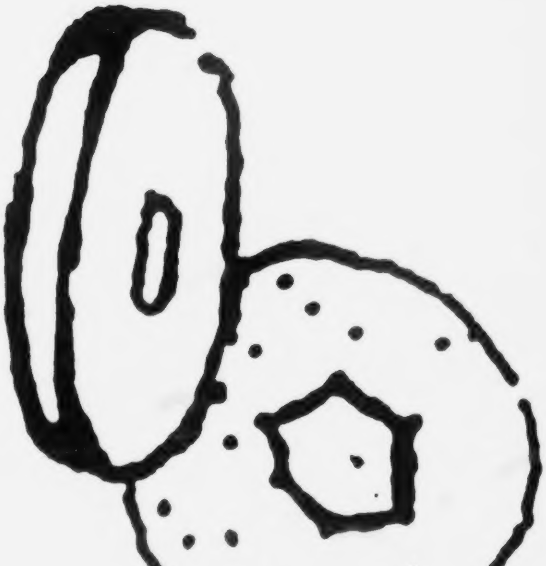

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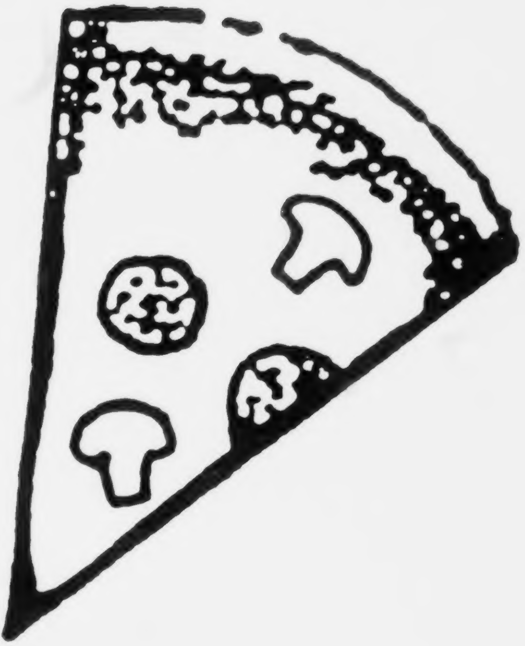
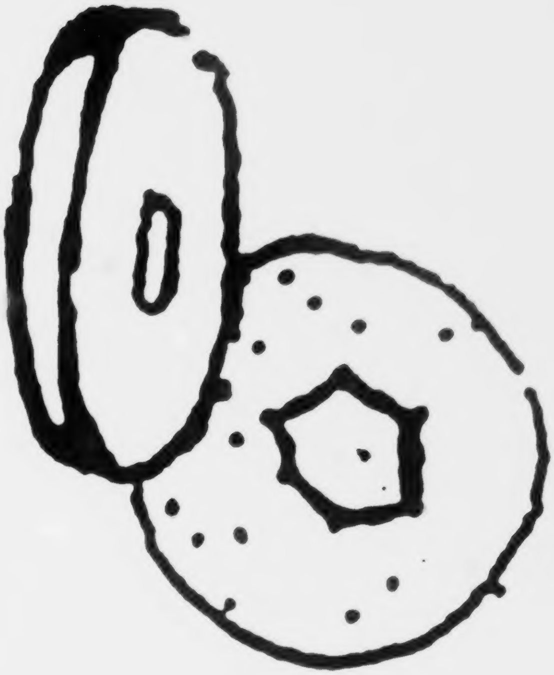
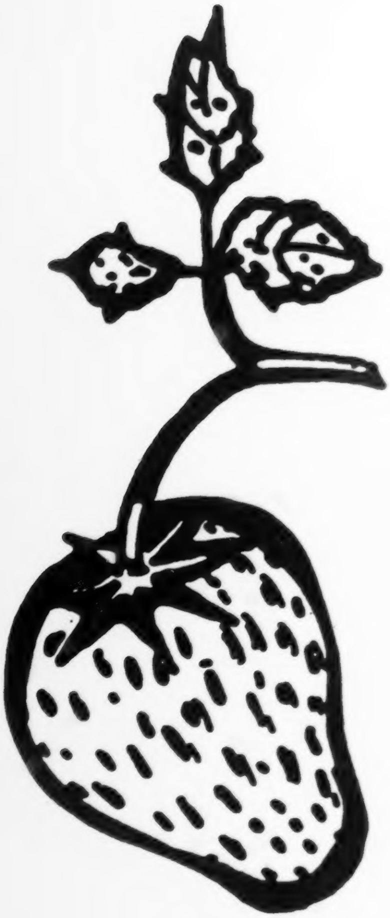
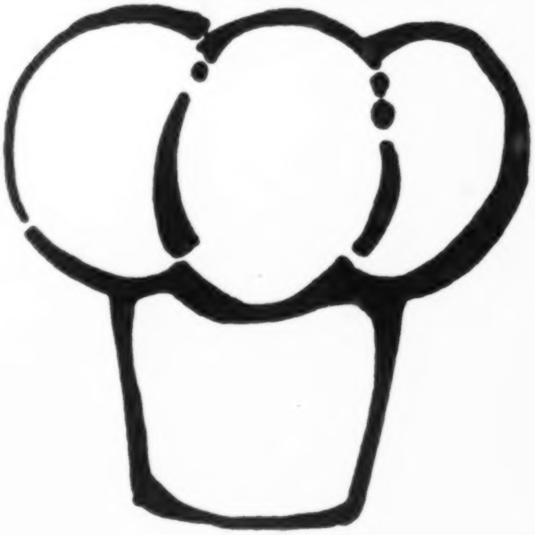
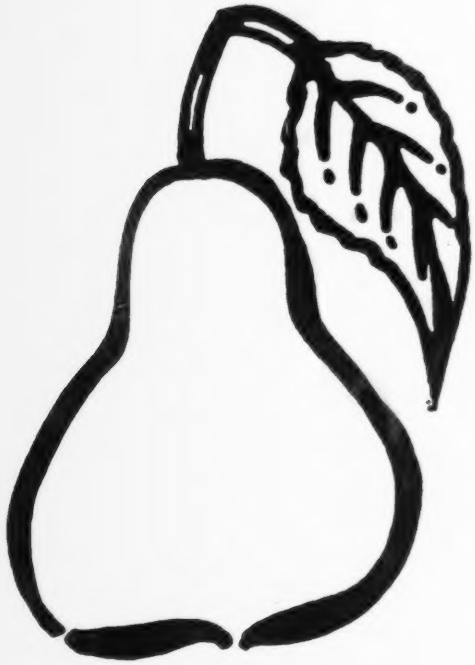
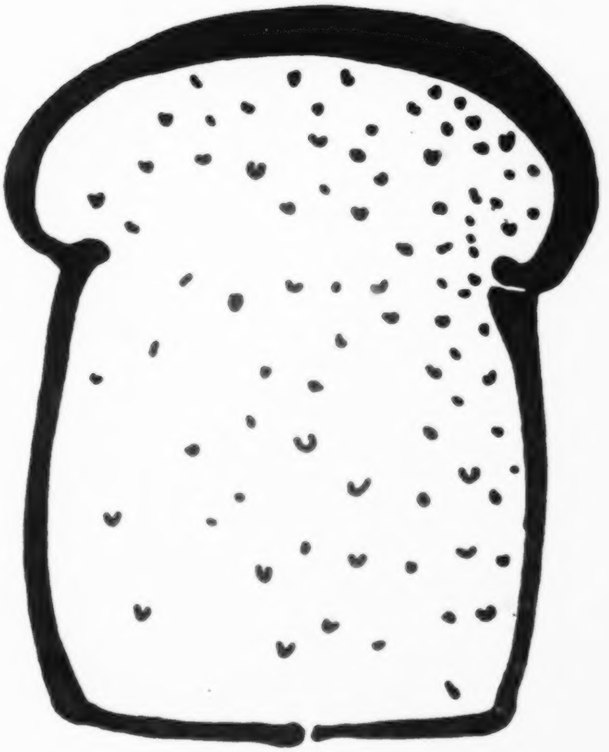


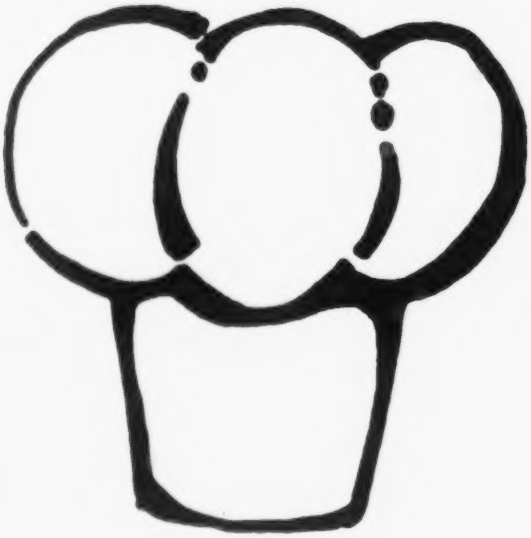


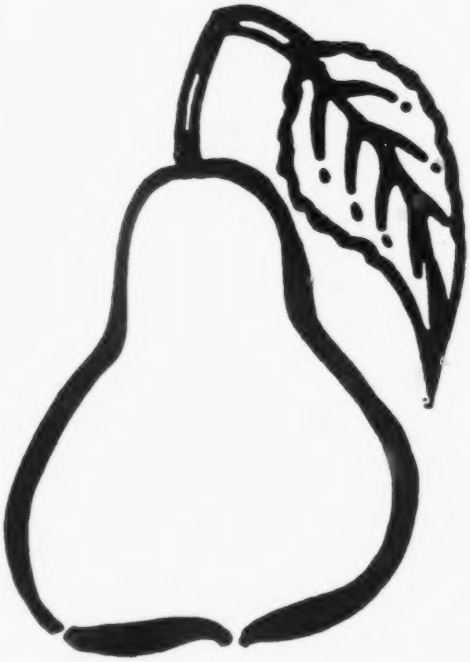


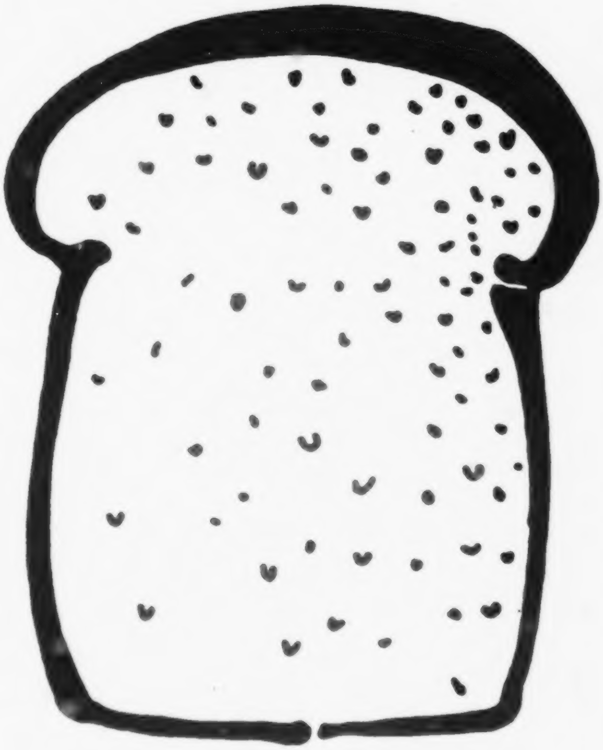


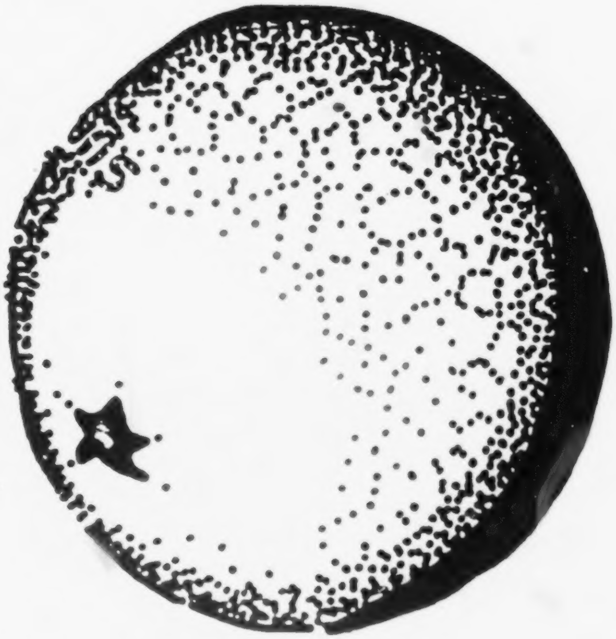


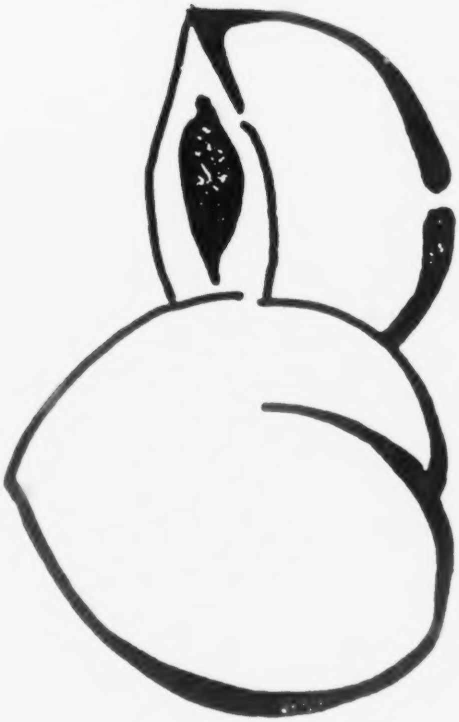


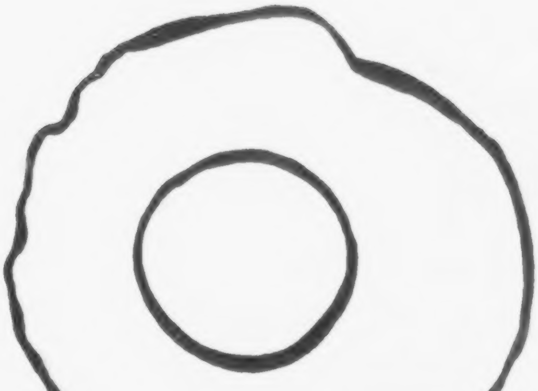


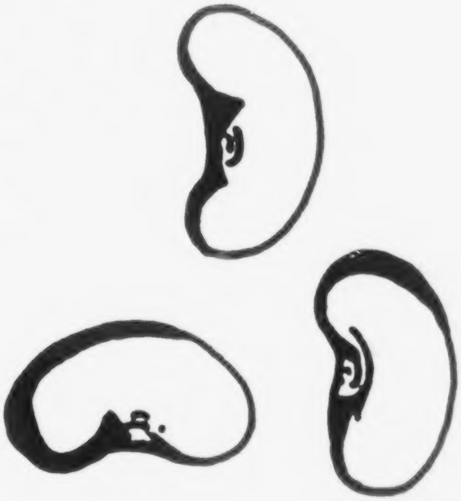


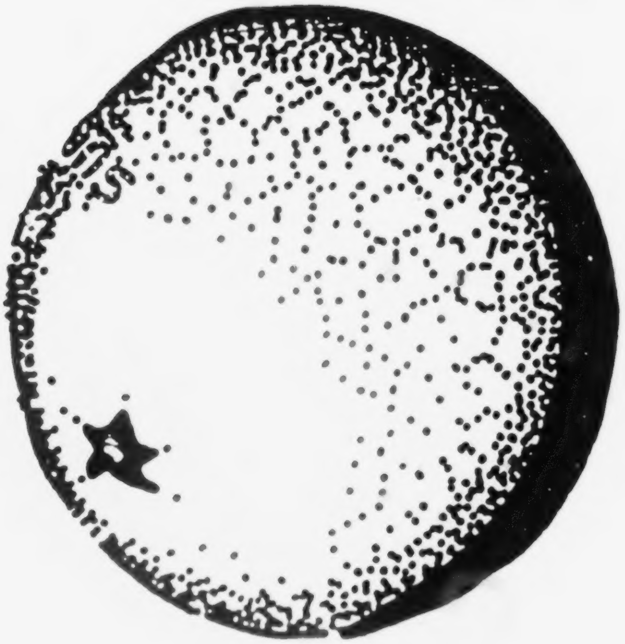


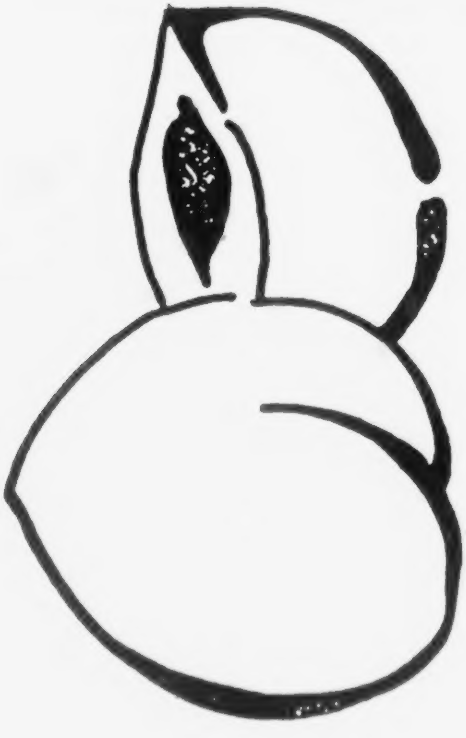


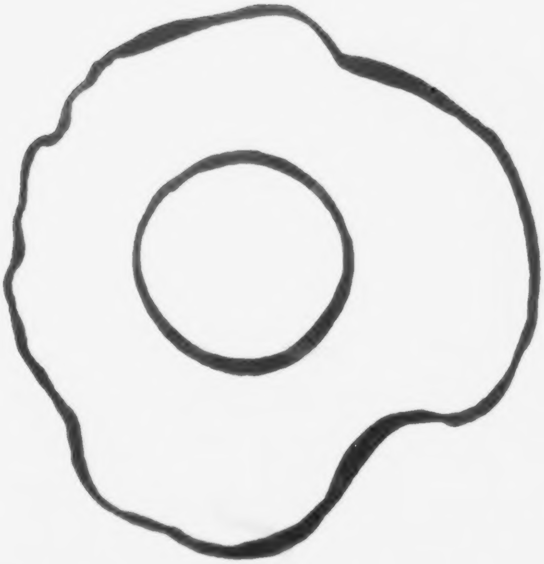


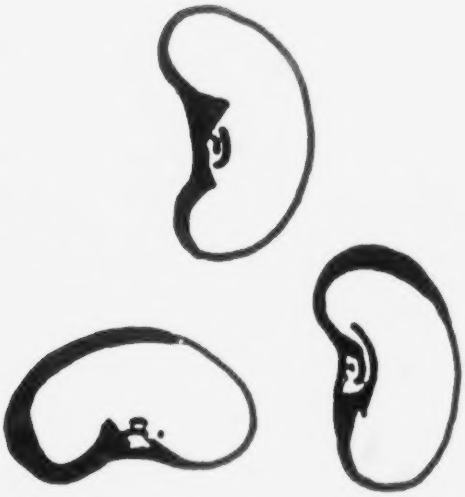


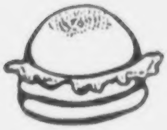


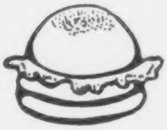


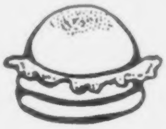


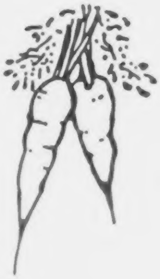


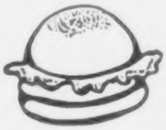


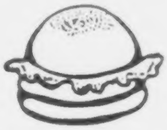


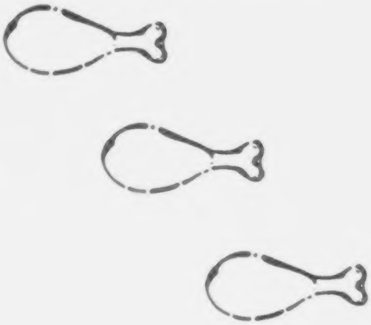


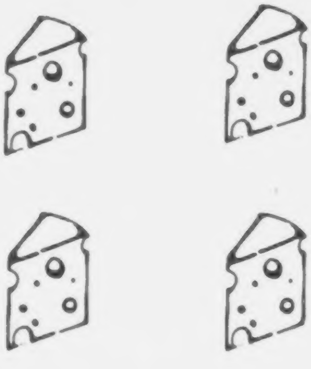


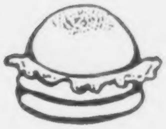


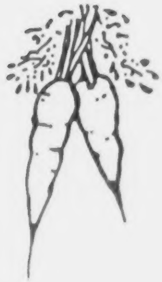


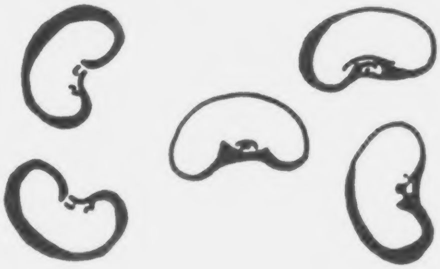


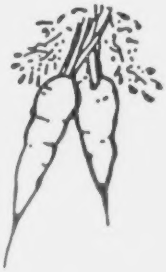


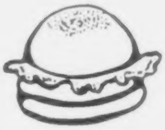


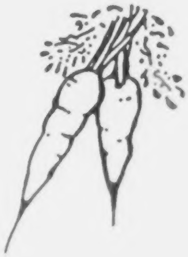


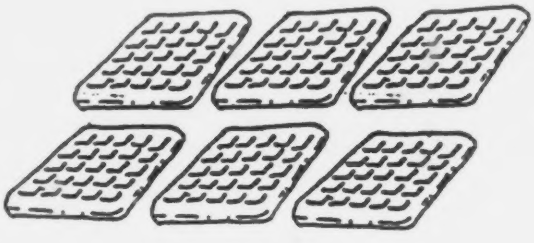


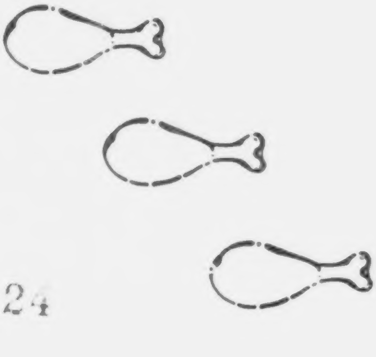


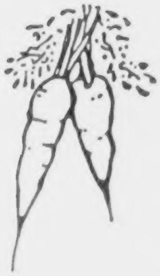


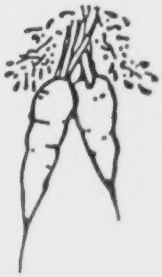


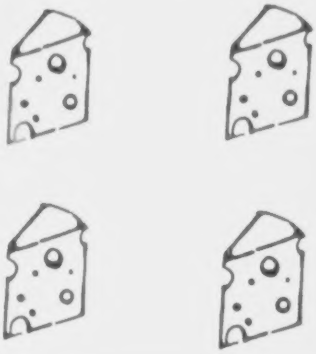


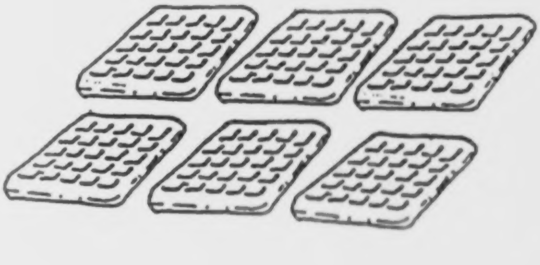


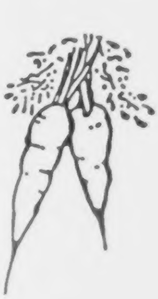


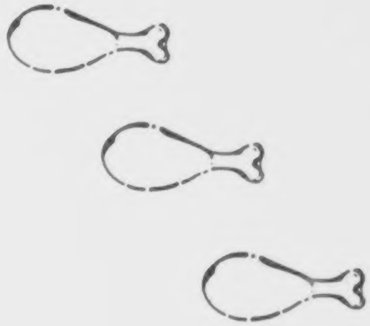


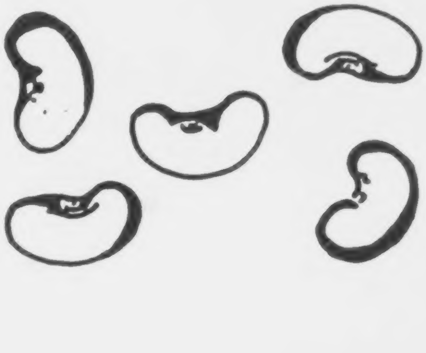


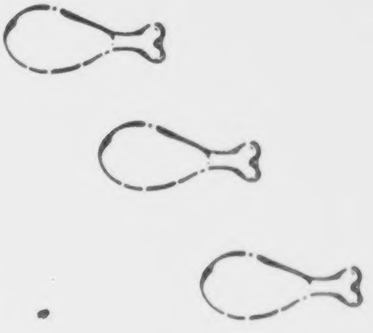


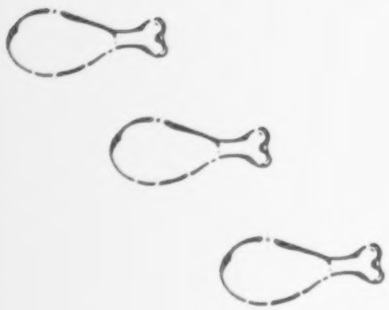


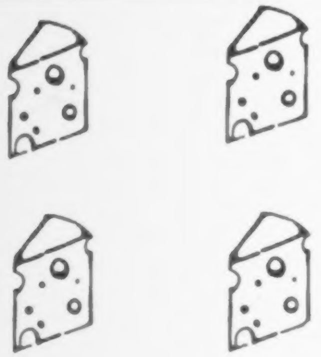


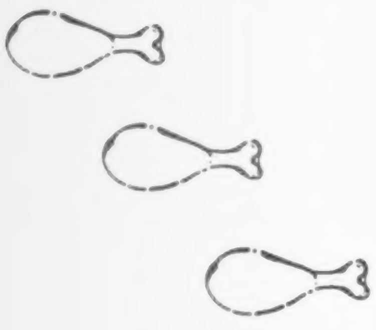


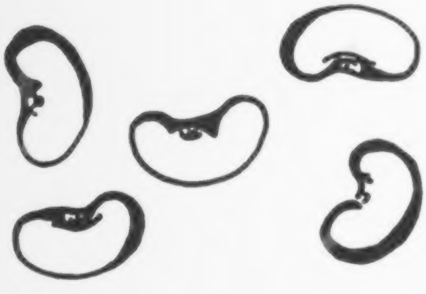


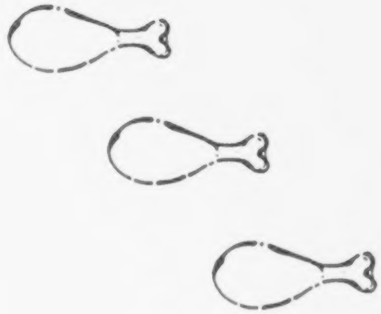


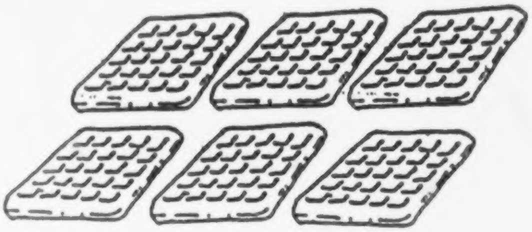


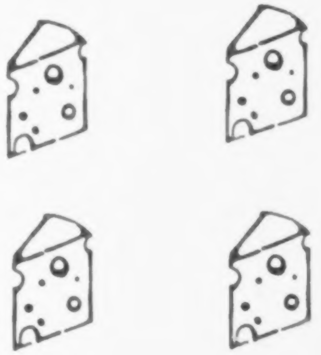


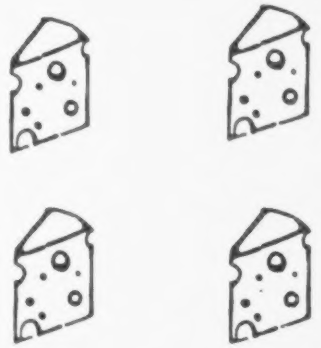


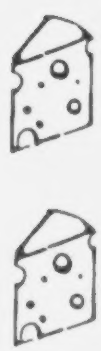
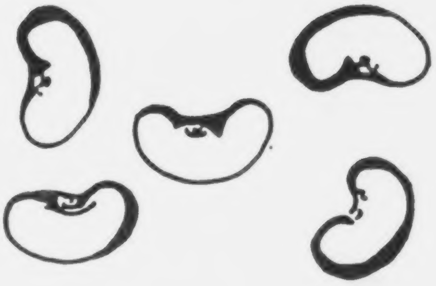
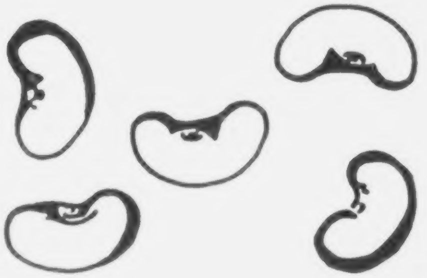
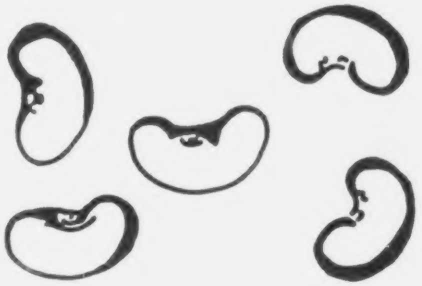
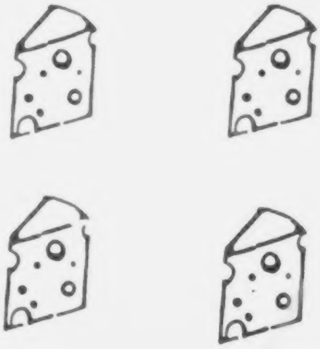
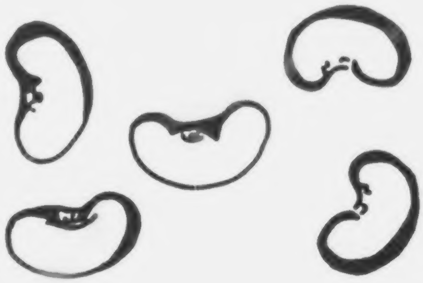
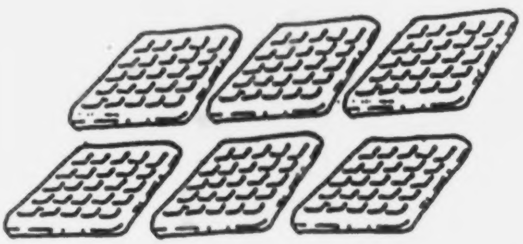
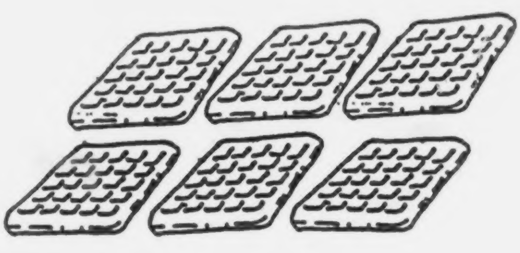


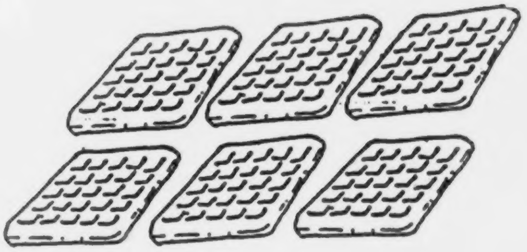


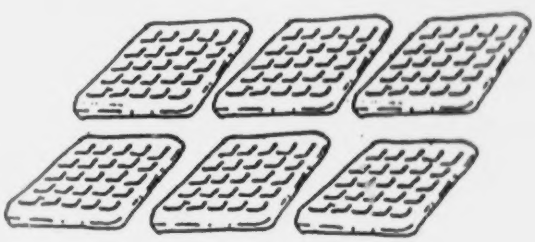


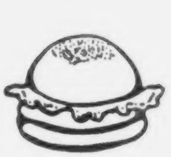


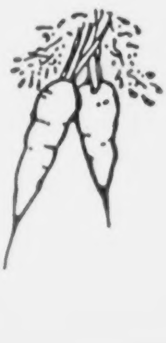


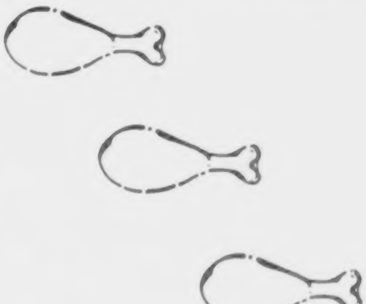









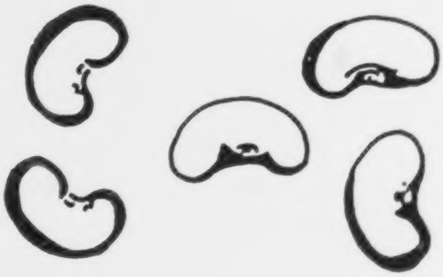


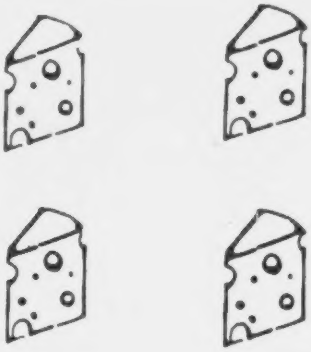


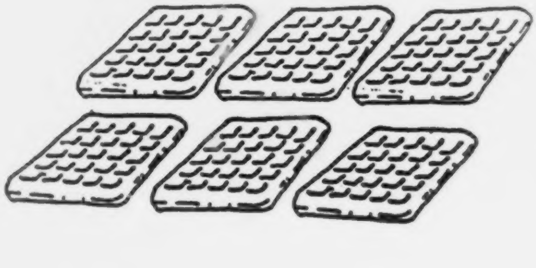


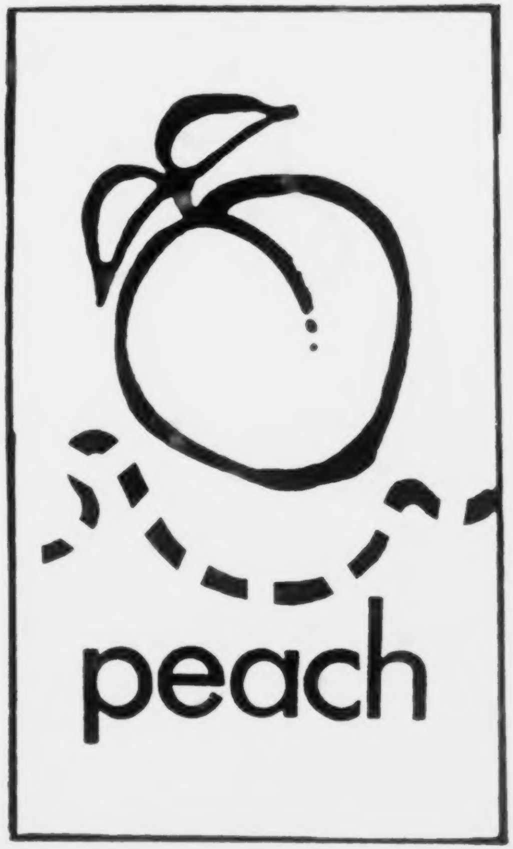


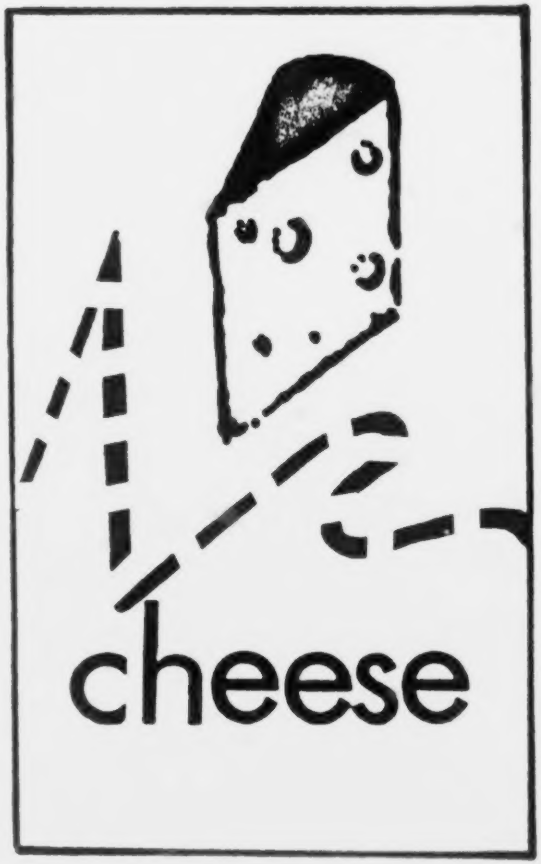


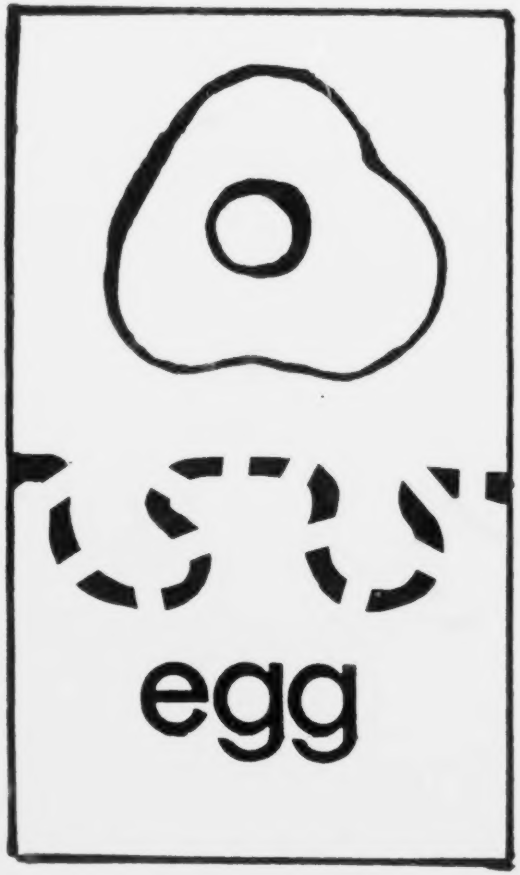


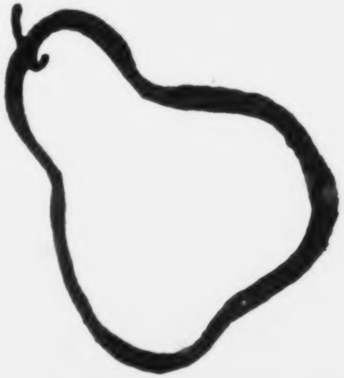




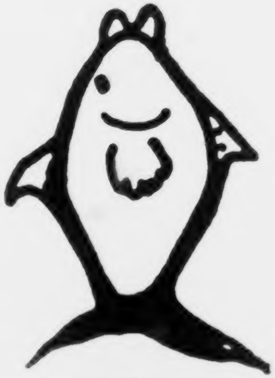

peach


cheese

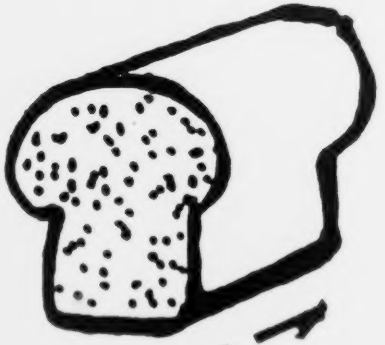

egg



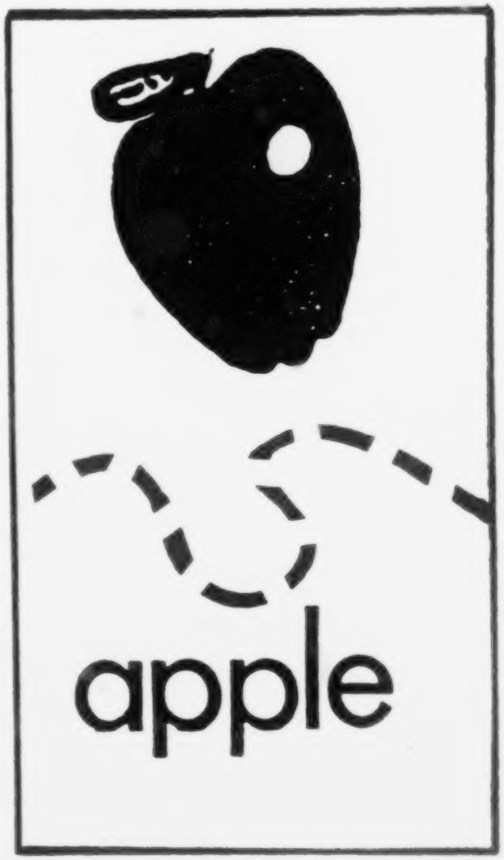
pear



fish



bread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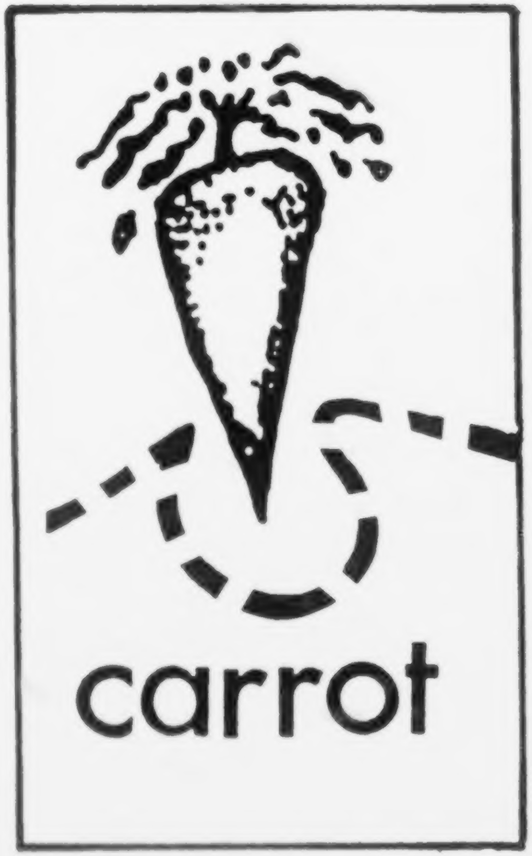
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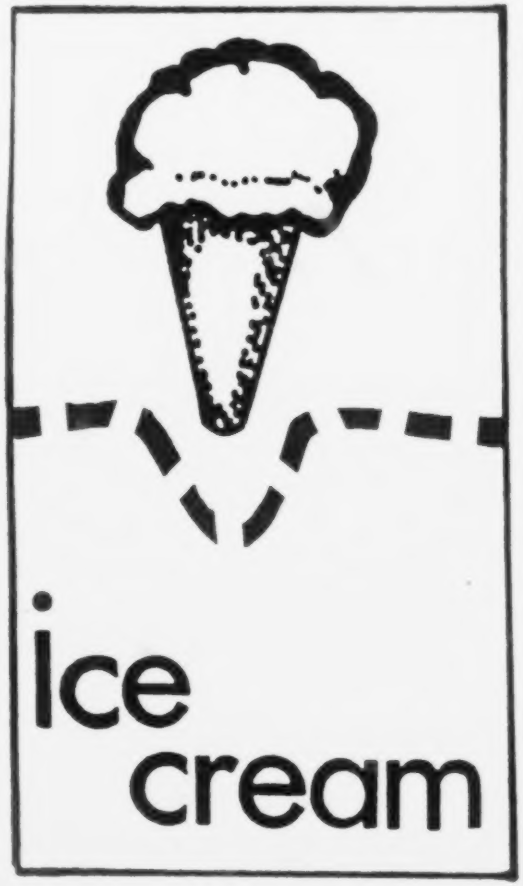
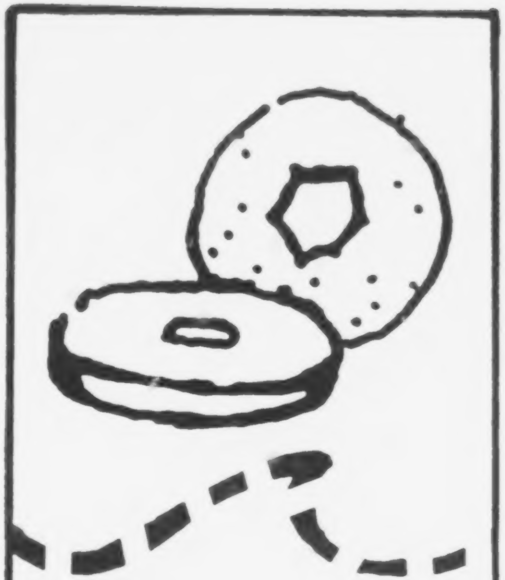
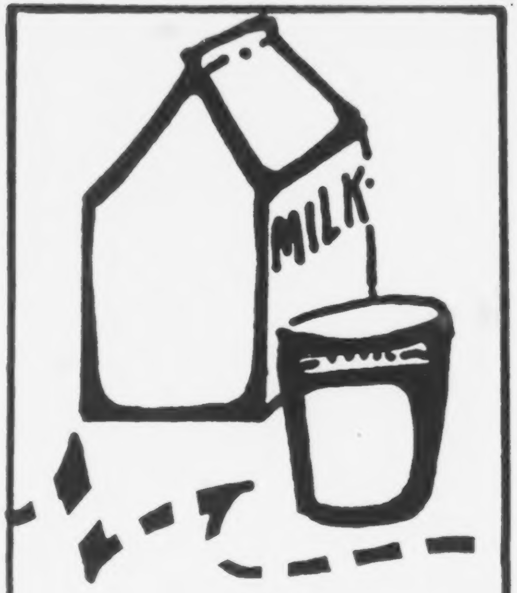
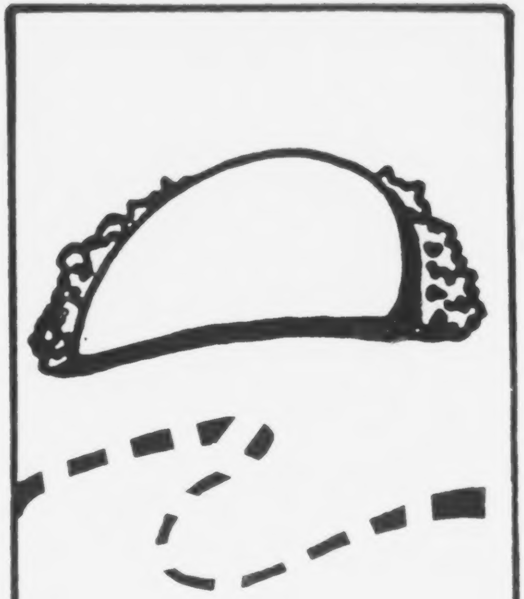

ice
cream



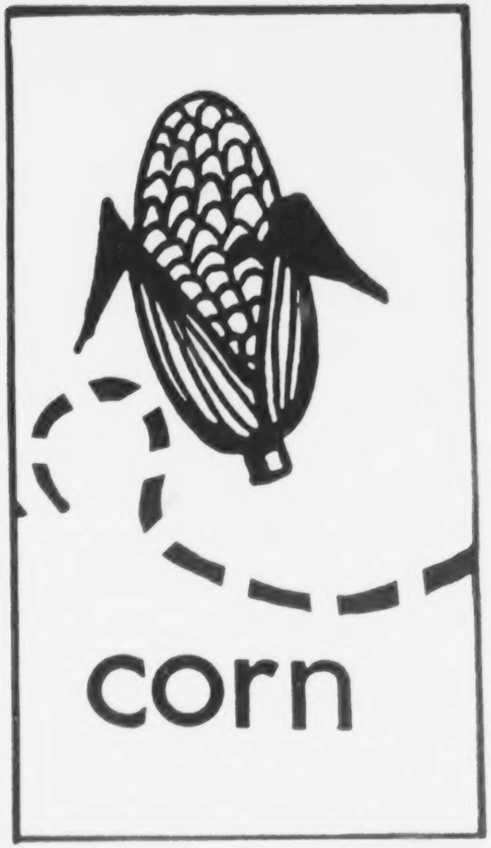
bagel

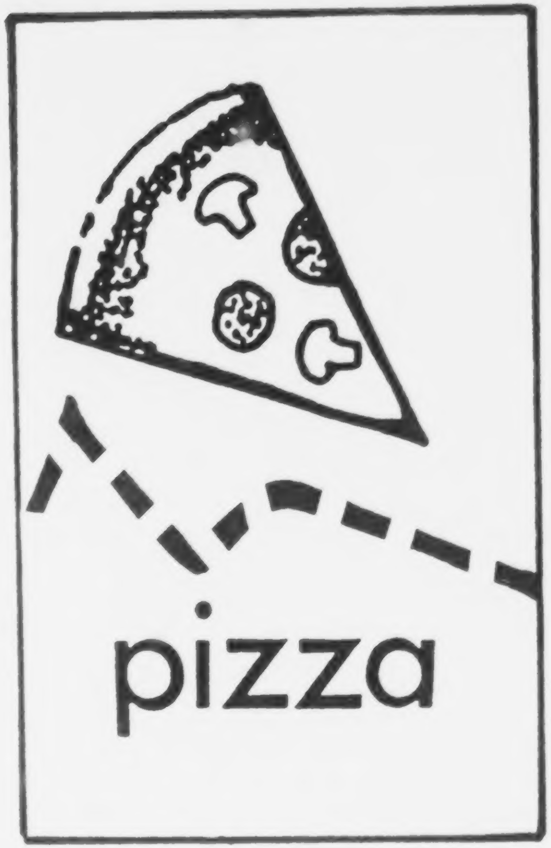


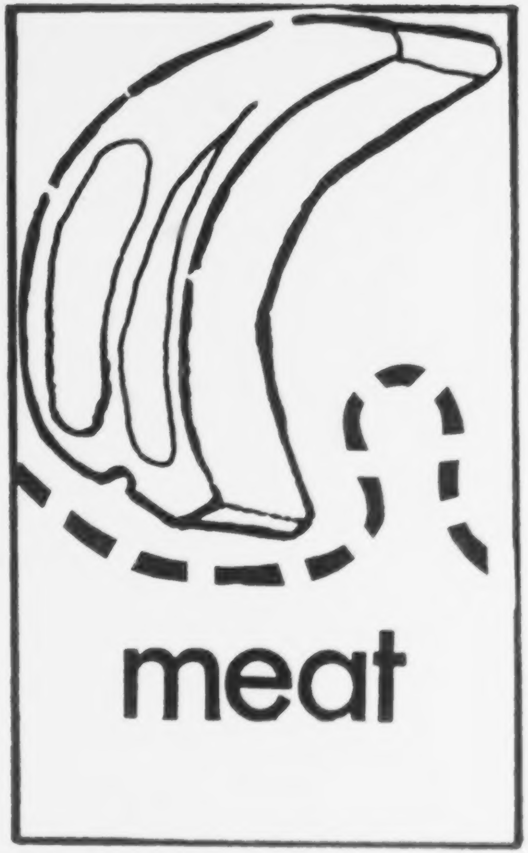
milk



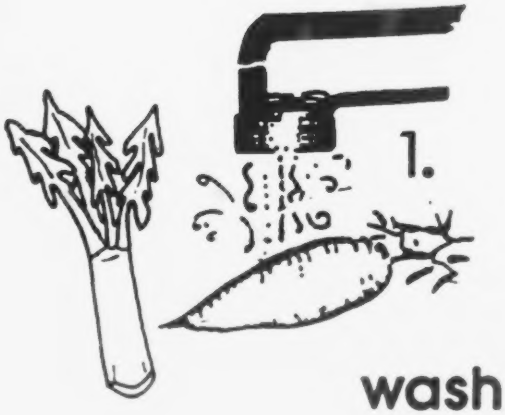
taco


corn


pizza

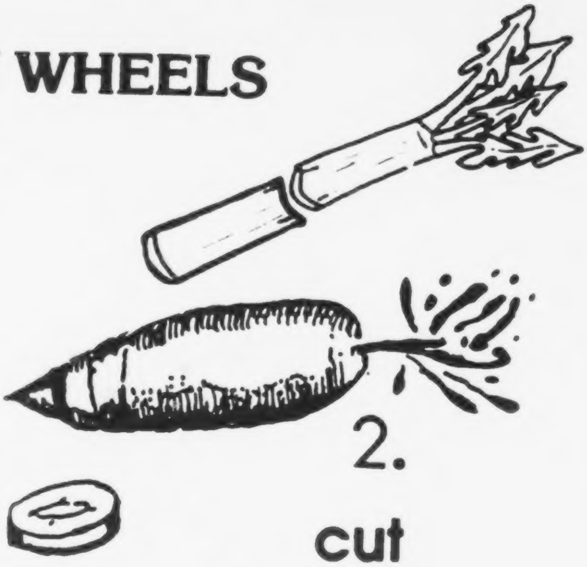

meat

BUGGY WHEELS



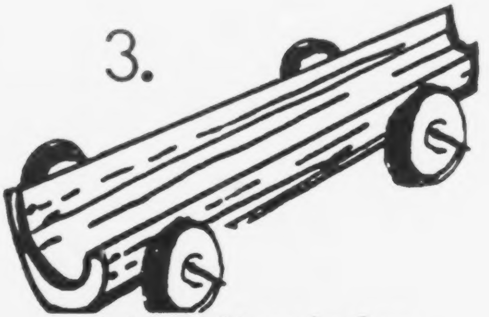
1\.

wash



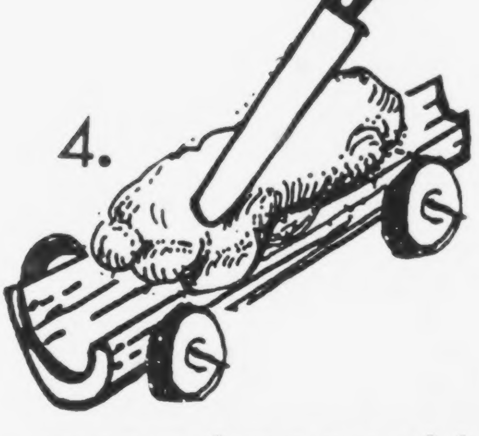
2\.

cut



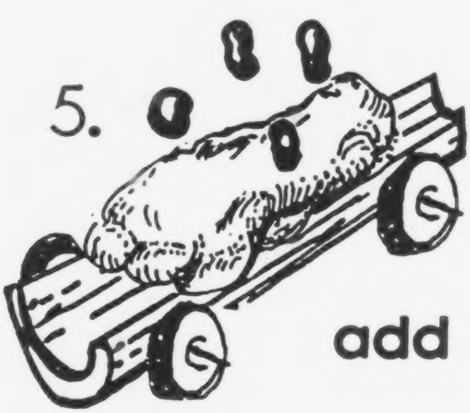
3\.

insert toothpicks



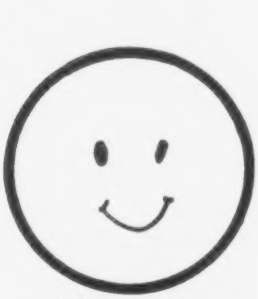
4\.

spread peanut butter



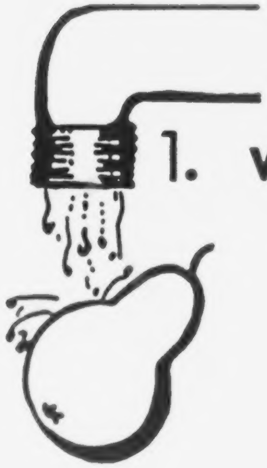
5\.

add

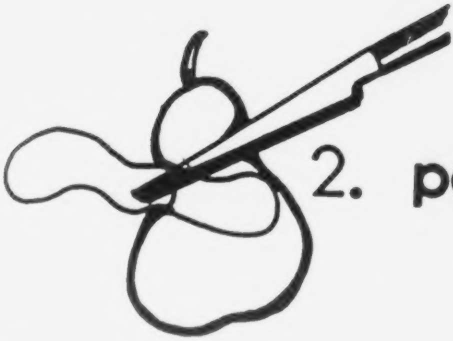


EAT!

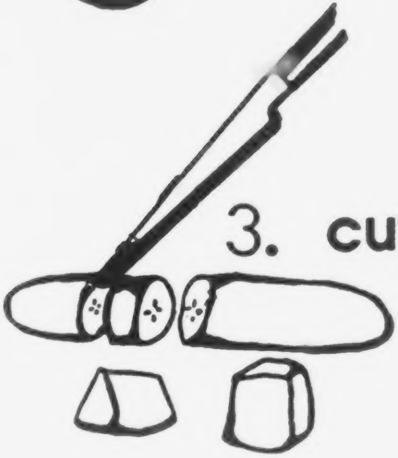
FRUIT KABOBS



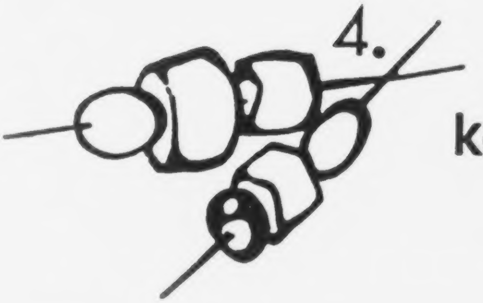
1. wash



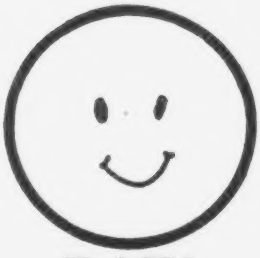
2. peel



3. cut

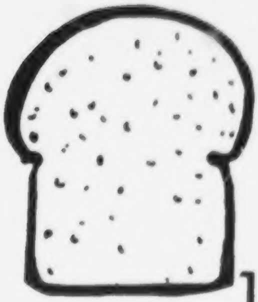


4. kabob

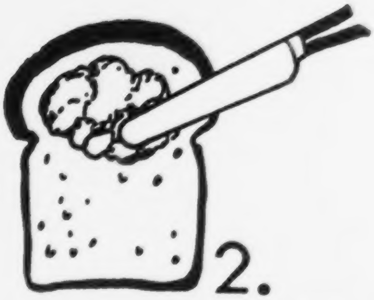


EAT!

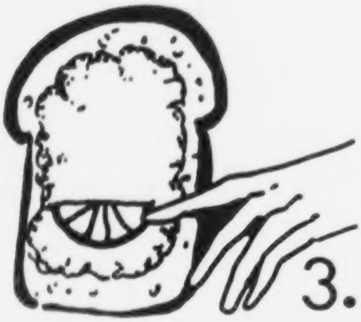
SMILING SANDWICH



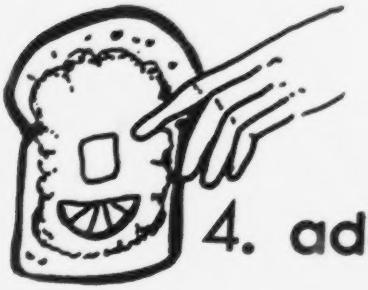
1.



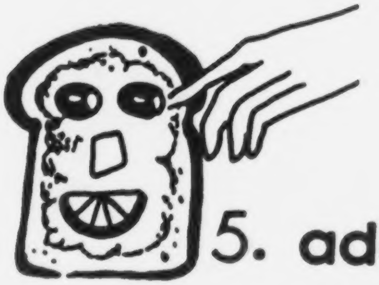
2.
spread peanut butter



3. add



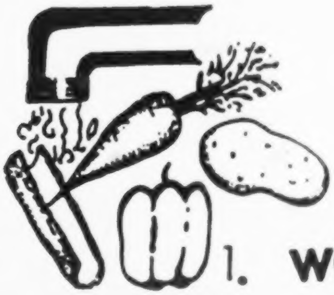
4. add



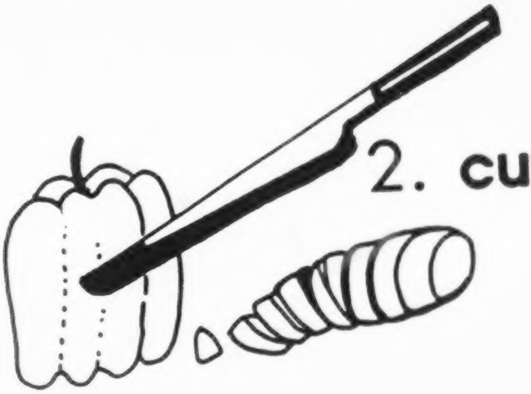
5. add

6.
EAT!

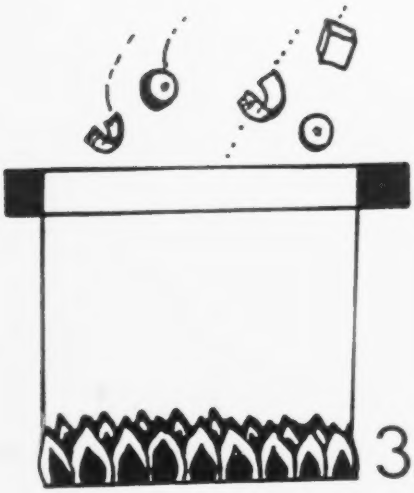
VEGETABLE SOUP



1. **wash**



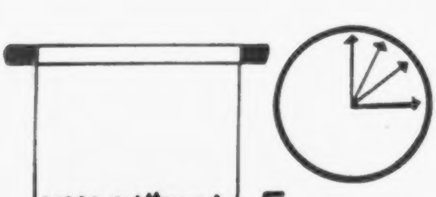
2. **cut**



3. **add**

4\.
add 2 cups ☕ ☕
water

2 cups ☕ ☕
tomato
juice



5\.
boil & simmer 15 min.

6\.

EAT!

UNIT 5

Food Is Sens-ational

Grand Ideas

I can enjoy food with all of my senses.

The preschool years are a time when children begin to use their senses to identify and enjoy many foods. By the age of two, many children are able to identify certain foods by their shapes and colors. Young children need the opportunity to explore foods using their five senses: sight, smell, sound, taste and touch. Exploring foods with their senses helps children learn to identify and group foods that are alike.

Teacher Know How

Preschoolers are beginning to develop an understanding and knowledge of the world around them. These curious, eager learners gain knowledge by thinking, discovering and experiencing new things. The ability to use the senses (sight, smell, sound, taste and touch) is needed for maximum mental development. Nutrition education, with its exploration of foods and cooking experiences, provides excellent opportunities for children to use their senses.

Head Start teachers can help children learn visual, tactile and odor discrimination by exploring foods in the ways identified by this unit. For example, through the sense of sight children learn to identify, sort and group foods based on other characteristics such as color, shape or size of the food item. Children can also associate descriptions, such as soft, hard, rough, smooth or round with foods by using the sense of touch. Odor discrimination, such as sweet, fresh, sour or spoilt smells is an important concept in identifying foods as well as food handling and safety. Children can also practice identifying and discriminating food tastes and sounds. Learning to identify and describe tastes, such as sweet, sour, bland, bitter and salty adds a new dimension to eating and helps build language and basic mathematic skills. Listening for the sound that a food makes when chewed also helps children to enjoy foods.

Learning to identify and describe foods using the senses enables children to develop basic fundamental skills that can be applied elsewhere. In addition, by exploring foods using all of the senses, children can learn to enjoy and accept a variety of foods. Using their senses to sort and group foods also teaches children food selection skills.

A wide variety of books are available to teach children about the five senses. Many of the lessons in this unit list books and audiovisuals that can be used to further explore and reinforce the concepts taught in this lesson. The books listed can be usually found in Head Start classrooms and school or local libraries.

Objectives

Children will explore a variety of foods using their senses.

Children will group and descriminate between a variety of foods by using their senses.

Food Adventures

To Know and Learn

Children will explore a variety of foods with their senses by smelling, feeling, seeing, tasting and listening to foods in a *Treasure Chest*. Children will practice reasoning skills by trying to determine which food is in the *Treasure Chest*.

Materials Needed

Sens-ational Play on page 5-4
Mr. Sens-ational Puppet picture on page 5-25
Treasure Chest (for example: oatmeal box, brown bag,shoebox, or basket) a variety of food items (for example: cucumber, apple carrot, popcorn, raisins, hot dog, rice, noodles, potato, cracker, crouton, peanut, banana, onion, orange, pretzel)

knife
crayons or felt tip markers
scissors
sleeve or sock (optional)
paper (optional)

Directions

A. To Make the Treasure Chest

A *Treasure Chest* can be made by cutting an opening in an oatmeal box, brown bag or shoebox just large enough for a small hand to reach in to touch the mystery food. A sleeve or sock with the toe cut out can be attached to the opening so that children cannot see into the box or bag. The *Treasure Chest* can be decorated with felt, paper or other items to make it look like a pirate's treasure chest.

To increase the excitement of the activity, teachers may want to dress like a pirate by wearing an eye patch and a bandana on their heads. If a basket is used instead of a box or bag, teachers may want to dress like Little Red Riding Hood by wearing a red cape.

B. To Use the Treasure Chest

Cut out the *Mr. Sens-ational Puppet* picture on page 5-25 and color him orange using a crayon or felt tip marker. Cut out the finger holes. An orange (plastic or real) could be decorated with eyes, nose and mouth can be used instead of the puppet on page 5-25.

Read and act out the Sens-ational Play on page 5-4 to the children. Give the children an opportunity to answer the questions asked by *Mr. Sens-ational*.

Discuss the play with the children. Ask them to describe how they can use their senses to enjoy foods when they eat. For example, hold up an apple and explain how they can:

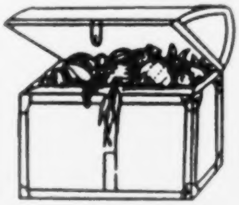
see an apple's shape and color
feel the apple's smooth skin
smell the apple
hear an apple crunch when eaten
taste the apple

Place one food in the *Treasure Chest* being careful that the children do not see the food.

Pass the *Treasure Chest* around the circle of children and ask them to feel the food and describe how the food feels.

Have them smell the food through the hole.

Have them shake the *Treasure Chest* and describe the sound it makes.



After the food has been passed around the circle, ask children to describe how the food feels, smells and the sound it makes when shaken. Ask the children to try to identify the food in the *Treasure Chest*.

Remove the food from the *Treasure Chest* and pass it around the circle to let the children feel, smell and see the food.

Ask the children to describe the food using words such as:

feel—hard, soft, smooth or fuzzy
smell—strong, sweet, fresh or sour
sight—round, flat, square, triangular, red, blue, brown, white or yellow

Cut the food into bite-size pieces.

Let the children *look* at the food before and after it has been cut. Ask these questions:

Is the food the same color on the outside and inside?

Does the food look different after it has been cut into smaller pieces?

Let the children *feel* the food. Ask them whether the food feels the same after it has been cut into smaller pieces.

Let the children *smell* the food. Ask them whether the food smells the same after it has been cut into smaller pieces.

Let the children *taste* the food. Ask them to describe how the food tastes. Use words like sweet, bland, sour, salty and bitter to describe taste. Does food taste the same when you cannot smell it? Have the children hold their noses, taste the food, then repeat the questions.

Let the children *listen* to the food being chewed. Ask them to describe the sound the food made when it was chewed. Use words like crunchy, noisy, whispering and quiet to describe sound.

This book can be used to help children learn more about their senses:

My Five Senses (Aliki, T. Y. Crowell Company, New York, 1962).

This lesson can also be used to summarize this unit after the individual senses have been explored in separate lessons that follow.

Food For Thought

Based on the discussion of the senses, determine whether children need more practice describing foods by using certain senses.

SENS-ATIONAL PLAY

One, two, three, four, five alive!
(hold up 1,2,3,4 and 5 fingers)
Hello boys and girls, how are you today?
(pause for answers)
I hope that you are feeling sens-ational today!
I know that I am feeling sens-ational.

I am sens-ational today because of the way you see me.
(point to eyes)
How would you describe my look?
(pause for answers)
I look round. I am colored orange. People see the real me
when they see me with their eyes.

I am also sens-ational Because of the way I feel.
(point to hands and fingers)
How would you describe my feel?
(pause for answers)
I feel smooth. I also feel firm or hard. People feel the
real me when they use their fingers and hands to touch me.

I am also sens-ational Because of the way I smell.
(point to nose)
How would you describe my smell?
(pause for answers)
You can smell me with your nose. You might say that I
smell sweet or fresh. (And noses always know.) People can
smell the real me by smelling me with their noses.

I am also sens-ational because of the way I sound.
(point to ears)
How do I sound when you chew me?
(pause for answers)
You can use your ears to hear the sounds I make when I am
chewed. ''Ssh-ssh'' is the quiet sound I make when I am
chewed. I like to whisper. This makes me different from
popcorn, which is very noisy. People hear the real me when
they use their ears to hear the sounds I make when eaten.

I am also sens-ational because of the way I taste.
(point to mouth)
How do I taste?
(pause for answers)
Mmmm good! You can taste
the real me by using your mouths.
When you eat me the taste is sweet. This makes me
different from other foods like limes and milk.
One, two, three, four, five alive!
(hold up 1,2,3,4 and 5 fingers)
You can talk about any foods by using these five keys.
Use the senses to see, feel, smell, hear and taste foods.
Then you will find other foods that are sens-ational.

Sounds Good To Me!

To Know and Learn

After hearing *The Crunch Hunch* story, the children will know that they can use their ears to enjoy foods. This lesson will help children learn to discriminate and group foods according to the feel of foods and the sounds they make when chewed.

Materials Needed

The Crunch Hunch story on page 5-6
food and story pictures on pages 5-26—5-28
flannel board, bulletin board, blackboard or wall
glue or tape
crayons or felt tip markers
scissors
Mmm Applesauce picture recipe on page 5-32 (optional

Directions

Color and cut out the food and story pictures on pages 5-26—5-28.

Have children sit in a circle. Describe the different sounds that foods make when you eat them. Use words like crunchy, loud, crispy, whispering and quiet to describe sound.

Read *The Crunch Hunch* on page 5-6. Have the children participate by acting out the words and making the food sounds. To practice, one group of children could make all crunchy sounds and another group could make all soft sounds. Glue or tape the food and story pictures to a flannel board, bulletin board, blackboard or wall to illustrate the story.

After the children have heard *The Crunch Hunch*, talk about the sounds foods make when we eat them. Ask the children to answer the following questions:

What foods did the rabbit eat that were crunchy foods?
(carrot sticks, celery logs, popcorn, and pretzels)

What are other foods that sound crunchy when we eat them?
(apples, crackers and toast)

What foods did the rabbit eat that were quiet or "ssh-ssh" foods?
(cheese, yogurt, oatmeal and sandwich)

What are other foods that are quiet or "ssh-ssh" foods?
(ice cream, milk, orange, banana, egg and bread)

Talk with the children about the importance of eating crunchy, quiet, soft and hard foods everyday.

Children can prepare the *Mmm Applesauce* picture recipe on page 5-32 to learn how foods can feel and sound differently when we eat them. For example, a raw apple is crunchy and hard, while applesause is quiet and soft when eaten. The lesson, *Food Fantasies* (on page 5-14) expands on the concept that foods change when cooked.

The song, *John Jacob Jingleheimer Smith*, and the following books can be used to further explore the sense of sound:

The Noisy Book (M. W. Brown, Harper and Row Publishers, New York, 1939).

Sh-h! Listen Again (J. Victor, The World Publishing Company, 1969).

Rain Makes Applesauce (J. Schew and M. Bilecka, Holiday House, 1964).

Food For Thought

Based on the discussion, determine whether children need to practice describing the way foods sound when they are eaten.

THE CRUNCH HUNCH

There was an old rabbit who lived in a shoe,
(point to shoe)

He thought about his teeth. He needed them to chew.
(point to teeth, pretend to chew)

So he thought and thought about his good set of choppers,
(smile and point to teeth)

Boy oh boy, with them no one could fool that hopper.
(shake head)

Carrot sticks, celery logs, crunch right along,
that rabbit could eat those crunchy foods all day long.
(pretend to chew)

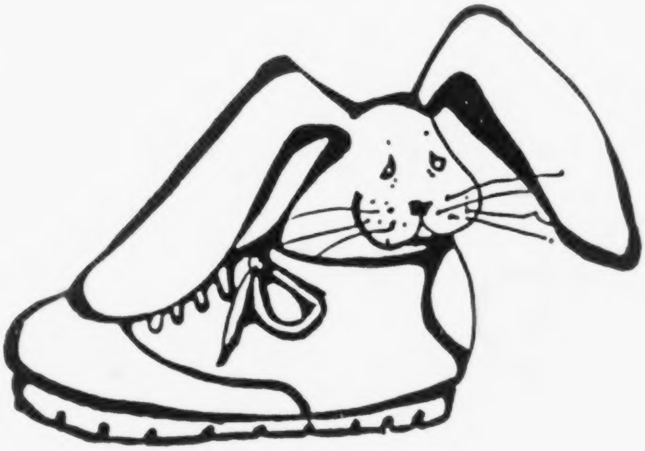
On pretzels and popcorn he crunched until lunch,
he loved those crunchy foods so much.
(rub tummy)

But, he thought, I like soft foods too,
soft foods like cheese, and yogurt too.
(point to teeth)

Ssh-ssh is the sound that this rabbit makes,
at every meal of oatmeal or a sandwich he takes.
(put finger to mouth and make ssh-ssh sound)

This little rabbit uses his teeth to chew,
(point to teeth)

He loves crunch crunch foods and the ssh-ssh foods too!
(pretend to eat)



Foods That Bend Your Ear

To Know and Learn

Children will learn about different foods that sound crunchy when chewed by listening to the poem, *Celery Can Talk*, and tasting crispy vegetables.

Materials Needed

Celery Can Talk poem, see below
Vegetable Cut-Ups picture recipe on page 5-29
Wild Dill Dip picture recipe on page 5-30
a variety of raw vegetables (for example: celery, carrots, green pepper, cauliflower and/or broccoli)
plain yogurt
parsley
dill weed
knife
cutting board
paper plates

Directions

Read *Celery Can Talk* , see below, to the children. Have them recite each line until they know the poem well.

Ask the children what sound the celery stalk makes when chewed. Discuss other foods that have a similar sound when chewed, for example, discuss carrots, broccoli, cauliflower and green peppers.

Display the *Vegetable Cut-Ups* and *Wild Dill Dip*picture recipes on pages 5-29 and 5-30. Review the recipes with the children until they know them well. Have the children:

- wash and cut vegetables
- combine dip ingredients in a bowl

Serve the *Vegetable Cut-Ups* and *Wild Dill Dip* to children, noting how each vegetable sounds when chewed. Ask the children to recite the *Celery Can Talk* poem. Have them modify the poem to include other crunchy foods, such as carrots, green pepper, popcorn, cauliflower or crackers.

Lemon yogurt can also be used as a dip.

Food For Thought

Have children name crispy foods and describe the sounds they make when chewed.

CELERY CAN TALK!

Celery, celery, celery stalk,
When I eat you I make you talk.
(move mouth as if talking)

Crunch, crunch, crunch I hear,
(put hand around ear, make crunching sounds)

Loudly, loudly in my ear.
(cover ears)

Plink, Plank, Plunk—What Spunk

To Know and Learn

Children will act out popcorn popping and describe the sounds that food makes when chewed after listening to the *Popping Poem* and making popcorn.

Materials Needed

The Popping Poem, see below
popcorn
vegetable oil
popcorn popper or hot plate
paper

Directions

Read *The Popping Poem*, see below, to the children. Have them repeat each line until they know it well.

Ask the children to answer the following questions:

What do popcorn kernels feel like?

What sound does popcorn make when you put it in a popper?

What sound does popcorn make when you heat it?

How does popcorn look before and after you heat it?

Put a popper or hot plate on a large sheet of paper or sheet that extends at least 3 to 4 feet on all sides of the popper. Have the children sit in a circle at the edge of the paper.

Let the children watch the hard popcorn kernels change into fluffy, white popcorn. Allow them to catch flying popcorn that goes to the edge of the circle.

Let the children feel and taste the popped popcorn. Ask them to answer the following questions:

What did the popcorn feel like before it was cooked? *(Use words like hard and smooth to describe feel.)*

What does the popcorn feel like after it is cooked? *(Use words like soft and fluffy to describe feel.)*

What was the color of the popcorn before it was cooked?
(Colored popcorn is available in some areas.)

What is the color of the popcorn after it is cooked?

Reread *The Popping Poem*.

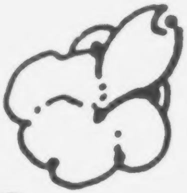
The following books can be used with this activity to reinforce the concept that food makes noise when it is eaten:

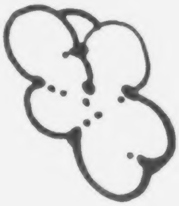
The Popcorn Book (T. dePaoli, Scholastic Book Service, New York, 1978).

Mr. Picklepaws Popcorn. (R. Adams, Lothrop, Lee and Shepard Company, Inc., 1965).

Food For Thought

Ask children to act out popcorn as it pops. Have them describe shape and color of popcorn kernels before and after cooking. Also, ask them to describe the sound popcorn makes when it is eaten.

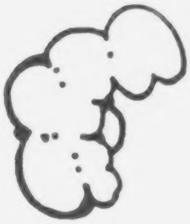




THE POPPING POEM

Plink, Plank, Plunk
(pop up and down)
Into the popper I threw this corn
(pretend.to throw something)

It wiggled and jiggled and popped this morn!
(move hands in wiggling action)
I opened the lid and there was popcorn!
(spread hands, look surprised)



The Taste of Things To Come

To Know and Learn

By tasting different foods, children will discriminate and group or sort sweet, salty, sour, bitter and bland foods.

Materials Needed

Tastes Great on page 5-10
cookie
salt water or pretzels
unsweetened lemon juice or dill pickle
orange rind or grapefruit juice
unsalted crackers or milk
paper cups
knife

Directions

Sing *Tastes Great* on page 5-10 to the children. Have them repeat each line until they know it well.

Describe the way we enjoy food tastes including foods that taste sweet, salty, sour, bitter and bland.

Ask the children to answer the following questions:

What foods taste sweet? *(cookies, apple, ice cream, etc.)*

What foods taste salty? *(dill pickles, pretzels, etc.)*

What foods taste sour? *(lemons, limes, etc.)*

What foods taste bitter? *(grapefruit juice, orange rind, etc.)*

What foods taste bland? *(milk, water, bread, etc.)*

After the discussion, give the children the opportunity to taste foods that are sweet, salty, sour, bitter and bland. After tasting each food, have them describe how the food tastes. Prepare the following:

A. Sweet

Serve children cookies. Have them describe the taste of these foods. Discuss other foods that taste sweet, for example, bananas, apples, and ice cream.

B. Salty

Serve children salt water or pretzels. Have them describe how these foods taste. Discuss other foods that taste salty, for example, pickles, luncheon meats, salted peanuts and salted crackers.

C. Sour

Serve children lemon juice or dill pickles. Have them describe how these foods taste. Discuss other foods that taste sour, for example, lemons and limes.

D. Bitter

Serve children grapefruit juice or pieces of orange rind. Have them describe how these foods taste. Discuss other foods that can taste bitter, for example, unsweetened baker's chocolate.

E. Bland

Serve children cups of milk or unsalted crackers. Have them describe how these foods taste. Discuss other foods that can taste bland, for example, bread, butter, cooked pasta and rice.

The following book can be used to reinforce the concepts of this unit:

Food Is For Eating (I. Podendorf, Children's Press, Chicago, 1970).

Food For Thought

Have children wear a blindfold or close their eyes and try to identify a food by its taste. Ask them to describe the taste of the food.

TASTES GREAT

(can be sung to the tune of
This is the Way We Wash Our Clothes)

Chorus

I can tell you the way food tastes
(point to children)
the way food tastes, the way food tastes
I can tell you the way food tastes
each and every taste.

Some foods really taste so sweet
(smile or rub stomach)
taste so sweet, taste so sweet
I can tell you foods that taste so sweet
like cookies and ice cream.

Chorus

Some foods really taste so salty
(curl up lips)
taste so salty, taste so salty
I can tell you foods that taste so salty
like nuts, crackers and chips.

Chorus

Some foods will really taste so sour
(pull cheeks into mouth)
taste so sour, taste so sour
I can tell you foods that taste so sour
like pickles, lemons and limes.

Some foods will really taste so bitter
(make a face)
taste so bitter, taste so bitter
I can tell you foods that taste so bitter
like orange rinds and grapefruit juice.

Some foods will really taste so bland
(shrug shoulders)
taste so bland, taste so bland
I can tell you foods that taste so bland
like milk, bread and butter.

Chorus

(Adapted from *Nutrition in a Changing World: Preschool,* E. Marbach, M. Plass and L. Hsu, The Pennsylvania State University, University Park, PA, 1979.)

Vanilla Please!

P

To Know and Learn

Children will explore tastes and flavors by listening to the *Vanilla Please!* poem and preparing ice cream.

Materials Needed

Vanilla Please! poem on page 5-12
My Own Ice Cream Machine picture recipe on page 5-31
paper
glue or tape
crayons or felt tip markers
bulletin board, blackboard, wall or large piece of paper
milk
sugar
vanilla
ice
salt
cans—large and small
spoons

Directions

Read *Vanilla Please!* on page 5-12. Have the children practice saying each line until they know it well.

Talk about the ice cream flavors mentioned in the poem.

Have the children:

Name the different ice cream flavors they have tried.
Name other ice cream flavors.
Name their favorite ice cream flavor.

Show what ice cream flavors the children prefer by making a *Favorite Ice Cream Taste* bulletin board or poster. Have the children draw a picture of their favorite flavor of ice cream on an ice cream cone. Put each child's name on the drawing.

Attach the ice cream cone drawings to a bulletin board, blackboard, wall or large piece of paper. Ask the following questions about the *Favorite Ice Cream* bulletin board:

What are the children's favorite flavors of ice cream?
How many different favorite flavors of ice cream are shown?
How many children like vanilla ice cream (chocolate, strawberry, etc.)?

Ask all the children who drew vanilla (chocolate, strawberry, etc.) ice cream cones to raise their hands and form a group. Continue with all of the flavors.

Display *My Own Ice Cream Machine* ice crean picture recipe on page 5-31. Review the directions with the children until they know them well. Have the children:

- crush ice
- put milk, sugar and vanilla into the smaller metal can
- put the smaller can into the larger can
- place the crushed ice between the smaller and larger cans
- add salt to the crushed ice
- stir briskly

Let the children eat the ice cream. Ask them the following questions:

How does the ice cream feel when you taste it?
Is the ice cream smooth? Is it lumpy:?
What is the color of the ice cream?
How does the ice cream taste?

To decrease the stirring time, use very cold milk, or, the ice cream ingredients can be put into an air tight container which is then placed in a larger plastic container filled with ice. Next have the children roll the large container around the room until the ice cream is formed.

Vanilla Please! could also be made into a finger puppet story or a flannel board story.

The film, *You...And Your Senses Of Smell And Taste* (Walt Disney Education Materials Company, Glendale, California, 1962), may be useful to reinforce the concepts taught in this lesson.

Food For Thought

From the discussions, determine whether some children need to review tastes and flavors. Have these children name different ice cream flavors.

VANILLA PLEASE!

There once was a girl named Sue,
she had so much ice cream she didn't know what to do.
(spread arms wide)

She thought she shouldn't hide it and decided to divide it,
(with one hand make chopping movements over other hand)

and that's what she's going to do.

Depending on the taste, her friends helped her not to waste,
(shake fingers)

and in her haste she's going to give some to you!
(point to children)

Chocolate, strawberry, or vanilla, which will do?
(shrug shoulders)

Which would you take if you could pick two?
(ask which flavors they would pick)

There's orange, banana, and tutti fruitti too,
(ask if they have ever tried these flavors)

or will it be chocolate ripple, mint chip or raspberry
for you?
(ask if they have ever tried these flavors)

Which of these ice creams has a taste you favor,
(point to mouth)

Which should Sue give to you?

Smells That Tell

To Know and Learn

By smelling foods that they cannot see, children will learn how they can use their noses to help identify certain foods. Children will also learn to discriminate smells and to begin to build their vocabulary for describing smells.

Materials Needed

a variety of foods (for example: onion, cheese, peanut butter, hot dog, hard boiled egg, cucumber, garlic, bread, apple, lemon, lime, orange)
aluminum foil
rubber bands
knife
paper cups
pin

Directions

A. To Make the Smells That Tell Cups

Cut one food item into small pieces. Put the pieces in a paper cup. Repeat for several foods.

Cover each paper cup with a small piece of aluminum foil. The aluminum foil can be held in place with a rubber band. Use a pin to make several small holes in the aluminum foil. The holes will allow the children to smell, but not to see the food.

B. To Use the Smells That Tell Cups

Discuss with the children the way we use our noses to smell. Talk about different things that we can smell, including foods. Ask them to describe familiar food smells. Have the children answer the following questions:

How does food taste when we cannot smell it? (or hold our noses)
Do different foods smell differently?
Do some foods smell better than others?

Have the children sit in a circle. Pass one of the Smells That Tell Cups around the circle and ask the children to describe how it smells. Use words like mild, strong, sweet, and fresh to describe smell. Ask the children to try to name the food that is in the cup.

Have the children taste the food. Ask if smelling the food indicated how the food was going to taste.

Have the children hold their noses and taste the food again. Ask them if the taste of the food changed when they held their noses.

Repeat with several foods.

To involve more children at one time, several cups of the same food can be used during this activity.

Have the children practice identifying foods by their smells when they take walks near a cafeteria or kitchen.

The following books can be used to further explore the sense of smell:

Little Bunny Follows His Nose (K. Howard, Golden Press-Western Publishing, New York, 1971).

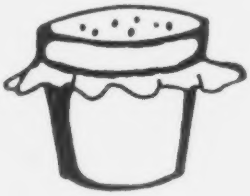
Papa's Pizza (S. and J. Berenstain, Random House, New York, 1978).

The Sniff And Tell Riddle Book (R. McKie, Random House, New York, 1978).

Supermarket Magic (J. Kent,, Random House, New York, 1978).

Food For Thought

Based on this activity, each child's skill in identifying foods by smell can be assessed. Their ability to describe food smells can also be determined.



Food Fantasies

P

To Know and Learn

By comparing raw foods with the cooked or frozen version of the same foods, children will learn that the same food can feel different. The children can also practice fine motor, reading readiness and counting skills by participating in this food preparation activity.

Materials Needed

Mmm Applesauce picture recipe on page 5-32
a variety of foods (for example: grapes, carrots, broccoli, cauliflower and/or apples)
apples
honey
cinnamon
freezer
stove or hot plate
knife
cutting board
pot
bowls
spoons
paper cups

Directions

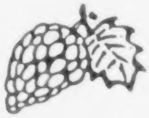
Talk with the children about the different ways foods can look and feel. Use words like soft, hard, round, smooth, cold and warm to describe feel. Use colors, shapes and sizes to describe how foods look.

Ask the children if they think foods always feel the same. Describe how cooking can change the way foods feel. For example, carrots feel hard when they are raw but they feel soft after they have been cooked.

Demonstrate that foods can feel differently. This can be done by using one of the three activities below: Grapes, Vegetables, or Apples.

A. Grapes

Wash and freeze enough seedless grapes for each child to have a sample. Serve each child one frozen grape and one grape at room temperature. Describe the frozen grape as feeling hard and cold. Describe the other grape as feeling soft, cool and juicy.



B. Vegetables

Have children wash and cut vegetables. Carrots, cauliflower and broccoli work well. Steam or boil half of the vegetables while the children watch. Serve each child a sample of the raw and cooked vegetables. Describe the raw vegetables as feeling cool and firm or hard. Also mention that the raw vegetable makes a crunchy sound when chewed. Then describe the cooked vegetable as feeling soft and warm. Mention that the cooked vegetable is quiet or makes a "ssh-ssh" sound when chewed.

C. Apples

Ask the children what they think will happen to an apple when it is cooked.

Demonstrate how apples feel when they are cooked by making applesauce. Refer to the *Mmm Applesauce* picture recipe on page 5-32 for directions. Display the picture recipe and review it with the children until they know it well. Have the children:

- wash the apples
- peel and chop the apples
- boil and stir the apple pieces in water
- cook until tender (about 20 minutes)
- drain and mash the apples (a mixer or blender could also be used)
- add honey and cinnamon

Have each child serve themselves a small paper cup of apple sauce and an apple wedge.

Describe the raw apple wedge as feeling cool and firm or hard. Discuss the sound a raw apple wedge makes when chewed. Then describe the applesauce as feeling softer than the apple wedge.

Allow the children to help with food preparation as much as possible. This will help them to feel the foods more carefully.

Food For Thought

To determine if the children can describe how foods look and feel, ask them to describe the look and feel of the foods served for lunch, breakfast or a snack.

Foods Feel Fine

To Know and Learn

This dramatic activity will help the children act out how foods feel when we touch them.

Materials Needed

food picture cards (optional, pictures from other lessons can be used)

Directions

Ask the children to think about how foods feel when we touch them.

Pick one food and ask the children to act out how that food feels. For example, children may act out how an apple feels by:

Standing up tall and putting their arms in a circle, moving their mouths like they were chewing and saying "crunch, crunch, crunch" to demonstrate the sound an apple makes when it is eaten. Have the children pretend to cook the apple. The children can slump to the floor to show that an apple feels soft after it has been cooked.

Have children act out the way several foods feel. Other foods might include carrots, broccoli, or popcorn.

The following books can be used to further examine the sense of touch:

Pat The Bunny (D. Kunhardt, Western Publishing, New Jersey, 1940).

Zoo City (S. Lewis, Greenwillow Books, New York, 1976).

Food For Thought

To determine if the children are able to describe how food feels, name a food and have children describe or act out how that food feels. Repeat this for several foods.

Food A-Like

To Know and Learn

Children will classify and describe foods by color and shape by finishing the *Food A-Like* sentences.

Materials Needed

Food A-Like Sentence Cards on page 5-17
scissors
food pictures (pictures from other lessons can be used)

Directions

Cut out the *Food A-Like Sentence Cards* found on page 5-17

Talk about the different ways we classify and describe foods using color and shape.

Ask the following questions:
Are all foods the same color?
Name some foods and describe their colors.
Are all foods the same shape?
Name some foods and describe their shapes.

Read the *Food A-Like Sentence Cards* aloud. Have the children name as many foods as they can for each *Food A-Like Sentence Card*. Place a picture of each food named on the floor or bulletin board in front of the children.

Food A-Like Sentence Cards can be made to describe other senses such as taste, feel or sound.

Food For Thought

Think of a food and describe it using color and shape. Ask the children to identify the food that you described.

☆

FOOD A-LIKE SENTENCE CARDS

I am thinking of a food . . .
and the food is red and round.
What food am I thinking of?

Answers include: apple, tomato, red pepper, strawberry, raspberry or hamburger patty

I am thinking of a food . . .
and the food is blue and round.
What food am I thinking of?

Answers include: blueberry, plum, grape

I am thinking of a food . . .
and the food is brown and square.
What food am I thinking of?

Answers include: pumperknickel bread, graham cracker or waffle

I am thinking of a food . . .
and the food is white and oval.
What food am I thinking of?

Answers include: egg, potato or turnip

I am thinking of a food . . .
and the food is green and long.
What food am I thinking of?

Answers include: celery, cucumber, zucchini or broccoli

I am thinking of a food . . .
and the food is yellow and long.
What food am I thinking of?

Answers include: banana, corn, pasta (spaghetti and egg noodles) or squash

I am thinking of a food . . .
and the food is green and round.
What food am I thinking of?

Answers include: peas, grapes, lima or green beans

I am thinking of a food . . .
and the food is orange and long.
What food am I thinking of?

Answers include: sweet potato, yam, or carrot

Taste Detectives

P

To Know and Learn

This food preparation activity will provide children with an opportunity to practice fine motor, reading readiness and counting skills and to classify flavors. Children will also identify and discriminate food ingredients by tasting pudding that has several additional ingredients.

Materials Needed

Instant Vanilla Pudding picture recipe on page 5-33
instant vanilla pudding
mixer or egg beater
milk (cold)
raisins
berries
chocolate chips
food colorings—yellow, blue, green or red
paper cups
spoons
bowls

Directions

A. Color Me Beautiful

Display the *Instant Vanilla Pudding* picture recipe on page 5-33. Review it with the children until they know it well.

Have the children:

- empty the instant pudding into a bowl
- add cold milk
- mix rapidly

Put half of the pudding into another bowl. Use food coloring to color the vanilla pudding in each bowl.

Have the children serve themselves a portion of each color of the *Instant Vanilla Pudding*. Ask them to answer the following questions:

Will both puddings taste the same?
Will color change the taste of the puddings?
How will the different colored puddings taste?

Have the children taste the puddings. Ask them the following questions:

Did the puddings taste the same?
How did color change the taste of the puddings?
Did color change the look or smell of the puddings?

This activity could also be done with water, vanilla ice cream, yogurt, or cottage cheese.

B. Pudding Seek and Find

Prepare *Instant Vanilla Pudding* from the picture recipe on page 5-33 (use the quantities indicated on the pudding mix). Instead of coloring the pudding, add 1/4 cup of raisins, 1/4 cup berries and 1/4 cup of chocolate chips to the pudding.

Discuss foods that have other foods in them (for example, ice cream-refer to *My Ice Cream Machine* picture recipe on page 5-31 or consider fruit and vegetable salad). Note that additional food items create a new tasting food.

Have the children serve and taste the pudding. While the children are eating the pudding, ask them to answer the following questions:

Did they find other foods in the pudding?
How many other foods did they find?
What were the colors of these foods?
What were the tastes of these foods?
How did these foods change the taste of the vanilla pudding?

Food For Thought

Ask the children to describe foods that can be colored differently but will taste the same. Also, have the children name other foods that can be added to pudding (for example, coconut, nuts or seeds).

PUDDING MIX

⇨

Macaroni Salad

P

To Know and Learn

Children will learn to describe a variety of foods by using the senses and by preparing and tasting *Macaroni Salad*. The activity will also give children the opportunity to practice fine motor, reading readiness, counting and seguencing skills.

Materials Needed

Macaroni Salad picture recipe on page 5-34
Yankee Doodle Went to Town song, see below
cooked elbow macaroni
black olives (optional)
cheese cubes
celery
plain yogurt
tomato wedges
carrot circles
bowl
knife
cutting board
paper cups
spoons

Directions

Display the *Macaroni Salad* picture recipe on page 5-34.

Review the recipe directions with the children until they know them well. Have the children:

- wash the vegetables
- cut the vegetables and cheese into pieces
- add to cooked elbow macaroni
- add yogurt and mix well

Have the children serve and eat the salad. Have them answer the following questions:

What foods are in the salad?
How many different foods are in the salad?
What are the colors of these foods?
What was the shape of these foods before they were cut into pieces? What are their shapes now?
How does the salad taste?
What sound does the salad make when chewed?
What sound does each food in the salad make when chewed?

Sing and act out *Yankee Doodle Went to Town*, see below.

Food For Thought

To determine whether children can describe food using the senses, have them describe the color, shape, feel, taste, smell and sound of each food in the *Macaroni Salad*.

YANKEE DOODLE

Yankee Doodle went to town,
a-riding on a pony,
stuck a feather in his cap,
and called it macaroni.

Yankee Doodle keep it up
Yankee Doodle dandy
Mind the music and the step
and with the kids be handy.

⇨

What Food Am I

To Know and Learn

By playing this game, children will practice identifying foods by using their senses.

Materials Needed

Food Clue Cards on pages 5-35—5-38
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Food Clue Cards:

Color and cut out the *Food Clue Cards on pages 5-35—5-38. Cards can be covered with clear contact paper for longer durability.*

B. To Use the Food Clue Cards:

Discuss with the children ways that we can enjoy food (sight, smell, sound, taste and feel).

Explain to the children that you will describe a food and that they are to name the food.

Read the clues on one of the *Food Clue Cards* and ask the children to name that food. Repeat the clues until the food is identified.

After a food is named, show them the food's picture and ask them the following questions:

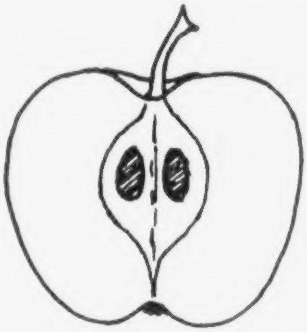
What is the color of the food?
What is the shape of the food?
What does the food feel like?
What does the food taste like?
What does the food smell like?
What sound does the food make when it is chewed?

Repeat for all of the foods.

You can make your own *Food Clue Cards* using regional, ethnic or other favorite foods.

Food For Thought

Children should be able to name the food item after all the clues have been given. If the children are unable to name the foods, spend more time discussing how we use our senses to enjoy foods.



Berry Buzzle

P

To Know and Learn

By making *Cranberry Buzz Drinks*, children will begin to learn that foods can be enjoyed using all the senses. This food preparation activity will also help children to develop and practice fine motor, reading readiness and counting skills.

Materials Needed

Cranberry Buzz Drink picture recipe *on page 5-39*
Berry Buzz poem, see below
cranberry juice
carbonated water
paper cups

Directions

Read *Berry Buzz*, see below, to the children. Have them recite each line of the poem until they know it well. Ask them to answer the following questions:

What sound did the berries make in the glass?
What did the berries look like in the glass?

Prepare Cranberry Buzz Drinks. Display the picture recipe on page 5-39 for the children to see. Review the directions until the children know them well. Have the children:

- put cranberry juice in paper cups
- add carbonated water

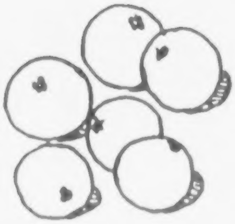
Have the children serve the drinks and describe the sounds that the drink makes as it is poured into the cup. Use words like fizz, buzz and bubble to describe sound.

Ask the children to describe the taste of the drink. Use words like sweet and tart to describe taste.

Ask the children to describe how the drink looks. Use words like red and bubbly to describe the drink.

Food For Thought

Ask the children to describe *Cranberry Buzz Drinks* using all of their senses.



BERRY BUZZ

Berry, Berry in the glass,
I wonder what gives you all that sass,
To make the noises that you do,
like plop, plop and fizz, fizz too.

Berry, Berry you sound so loud,
Maybe the bubbles don't like the crowd.
So a plop, plop, plop and a fizz, fizz, fizz,
look out bubbles it's the Berry Whiz.

Waldorf Salad

P

To Know and Learn

Children will learn to recognize a variety of food sounds, tastes, feels, looks and smells by preparing and tasting *Waldorf Salad*. Children can also practice fine motor, reading readiness and counting skills.

Materials Needed

Waldorf Salad picture recipe on page 5-40
celery
apple
grapes
banana
orange
lemon yogurt
bowl
knife
cutting board
paper cups
spoons

Directions

Display the *Waldorf Salad* picture recipe on page 5-40.
Review the recipe with the children until they know it well.

Have the children:
- wash the celery, apple and grapes
- peel the apple, banana and orange
- cut the celery, apple, banana and orange into pieces
- add yogurt
- mix fruit and yogurt together

Describe each food in the salad using the senses. Have the children answer the following questions:

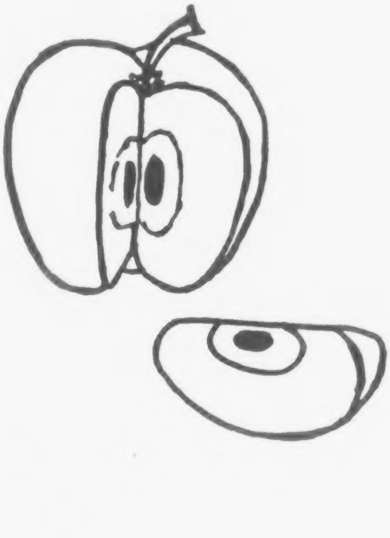
What foods are in this salad?
How many different foods are in this salad? What color are the foods?
What shapes were the foods before and after they were cut?
How do the foods feel?

Have the children serve the salad in paper cups. Let them taste the salad.

Ask them the following questions:
How does the salad taste?
How does the salad smell?
What sounds do each of the foods make when chewed?

Food For Thought

Have the children use the picture recipe to describe how to make *Waldorf Salad*. Also have them describe how each food in the recipe looks, smells, feels, tastes and sounds when eaten.



Munching Munching Madness

P

To Know and Learn

By singing the *Munching Mix* song and preparing and tasting *Munching Mix*, children will experience foods with a variety of tastes, colors, shapes, smells, sounds and textures. Children can also practice fine motor, reading readiness, counting and music skills by preparing the *Munching Mix* recipe.

Materials Needed

Munching Mix song on page 5-24
Munching Mix picture recipe
on page 5-41
peanuts
peanut butter
popped popcorn
raisins
low sugar, ready-to-eat cereal (for example: Cheerios, Shredded Wheat)
bowl
spoon
paper cups

Directions

Sing the *Munching Mix* song on page 5-24. Have the children practice each line until they know it well.

Display the *Munching Mix* picture recipe on page 5-41. Review the directions with the children until they know them well.

Have the children:

- mix popped popcorn, raisins, peanuts and cereal together
- add peanut butter and stir well.

(Let the children mix the foods with their hands. This will allow them to feel, smell and look at the foods more carefully.)

Serve the *Munching Mix* in paper cups. Ask the following questions:

What foods were used to make the *Munching Mix*? How many different foods were used to make *Munching Mix*?

What are the colors of these foods?

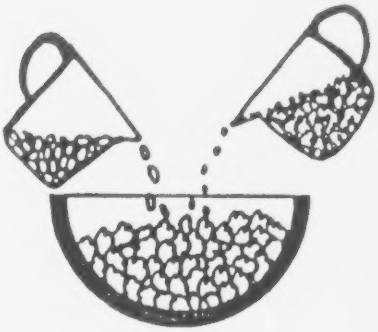
What are the shapes of these foods?

Let the children eat the *Munching Mix* and have them describe the taste and the sound of the *Munching Mix* when chewed.

Sing the *Munching Mix* song again.

Food For Thought

Ask children to name the foods in the *Munching Mix* snack and describe each food using their senses.



THE MUCHING MIX SONG

(can be sung to the tune of The Farmer in the Dell)

Chorus
I love to munch
(smile and rub stomach with hand)
I love to munch
Munching, munching, munching, munching
I love to munch
What's to munch you say?
(stop singing song and ask)

The peanut goes crunch
(make crunch noise)
The peanut goes crunch
Munching, munching, munching, munching
The peanut goes crunch.

Chorus

The raisin goes ss-ssh
(make ss-ssh sound)
The raisin goes ss-ssh
Munching, munching, munching, munching
The raisin goes ss-ssh.

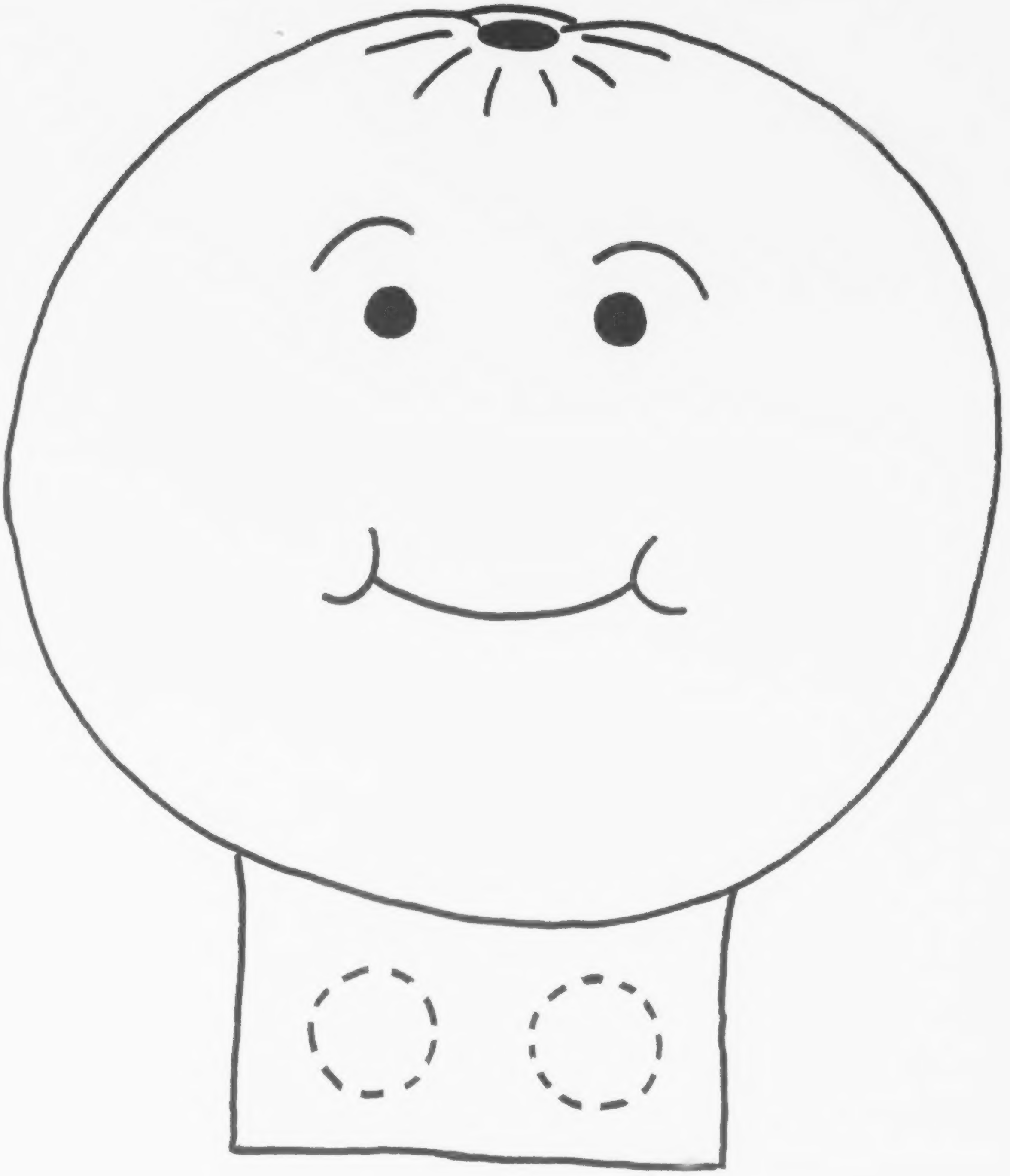
Chorus

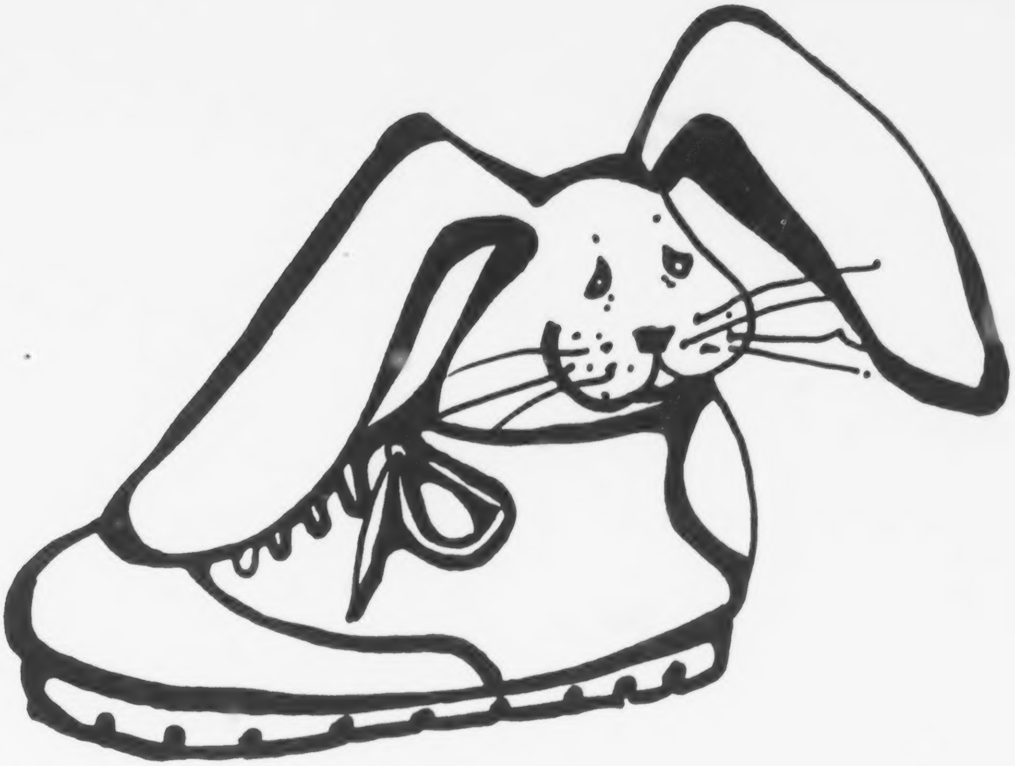
The popcorn goes crunch
(make crunch noise)
The popcorn goes crunch
Munching, munching, munching, munching
The popcorn goes crunch.

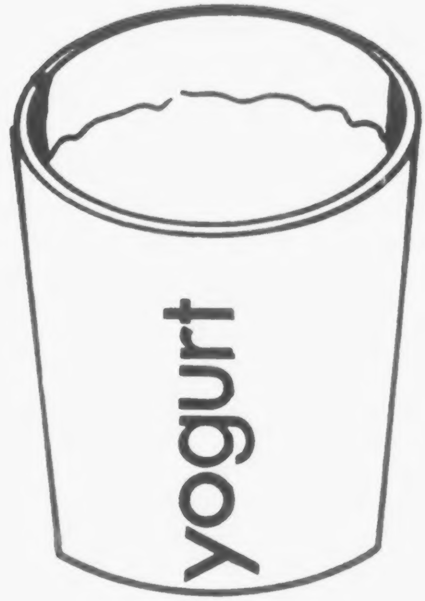
Chorus

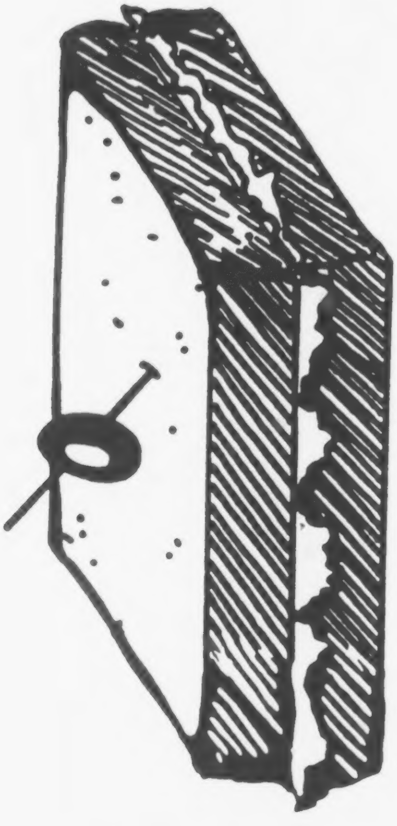
The peanut goes ssh-ssh
(make ssh-ssh sound)
The peanut goes ssh-ssh
Munching, munching, munching, munching
The peanut goes ssh-ssh.

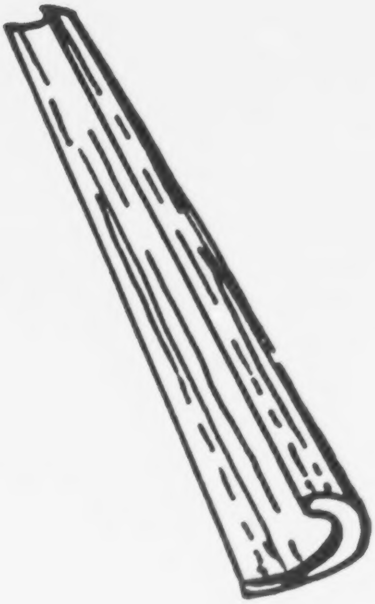
Chorus

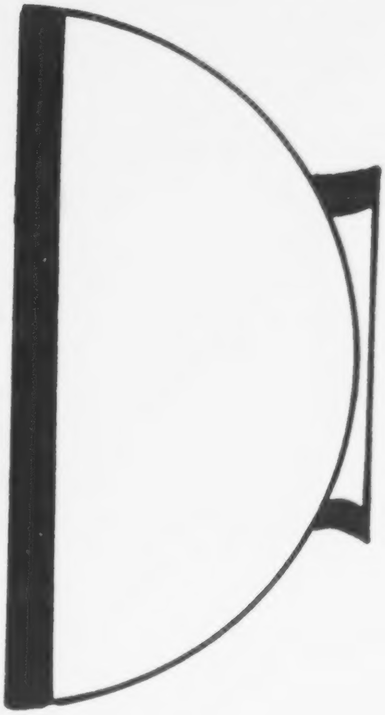


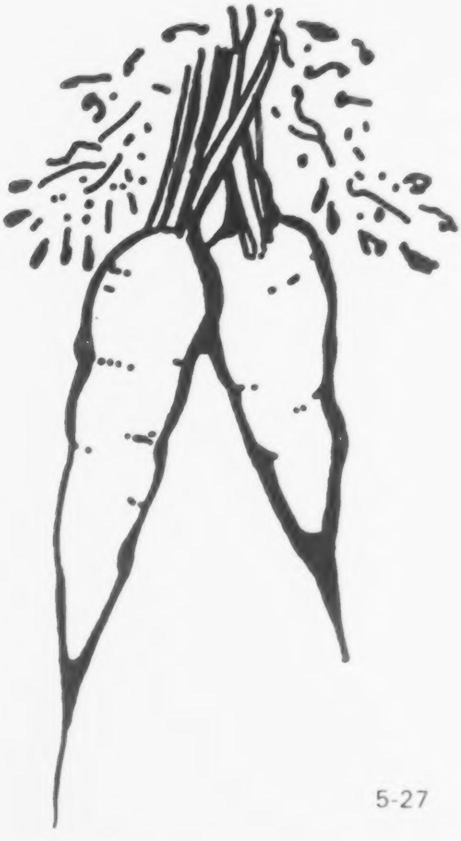


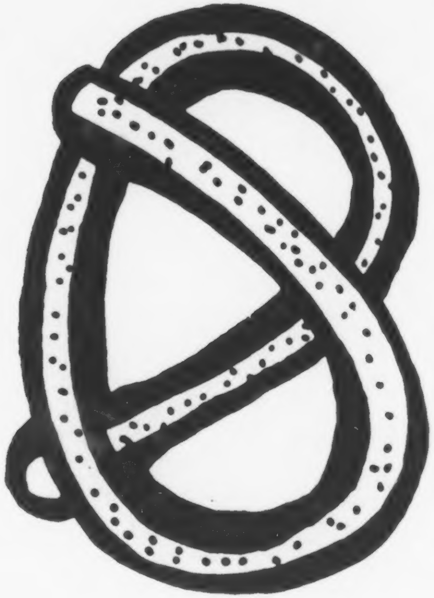

yogurt

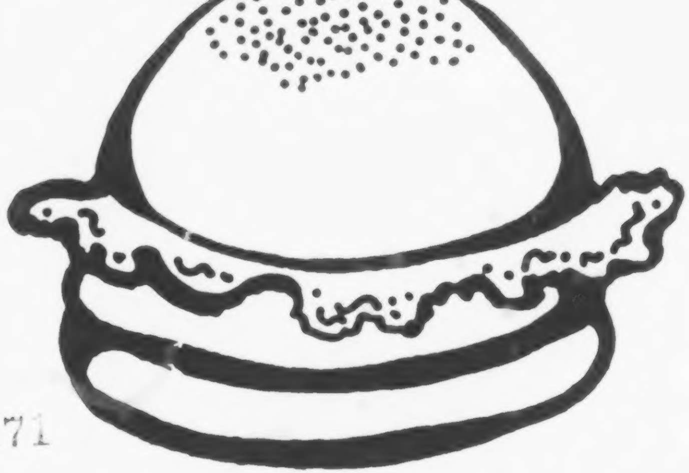












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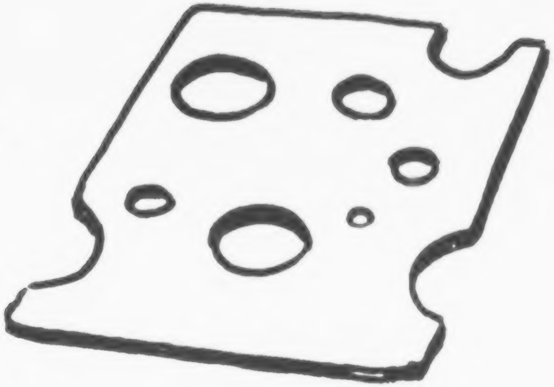

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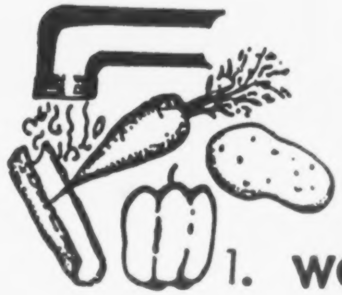
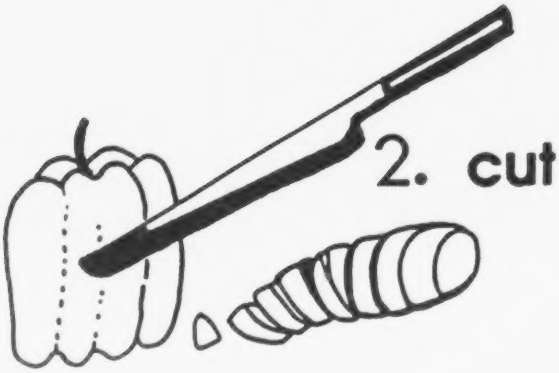
VEGETABLE CUT-UPS

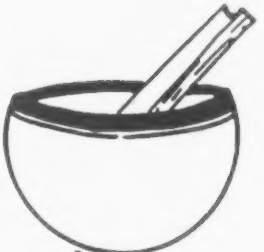


1. wash



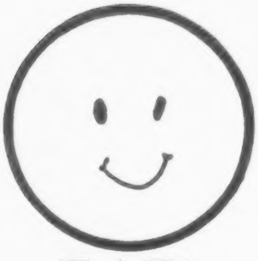
2. cut

3.



dip

4.

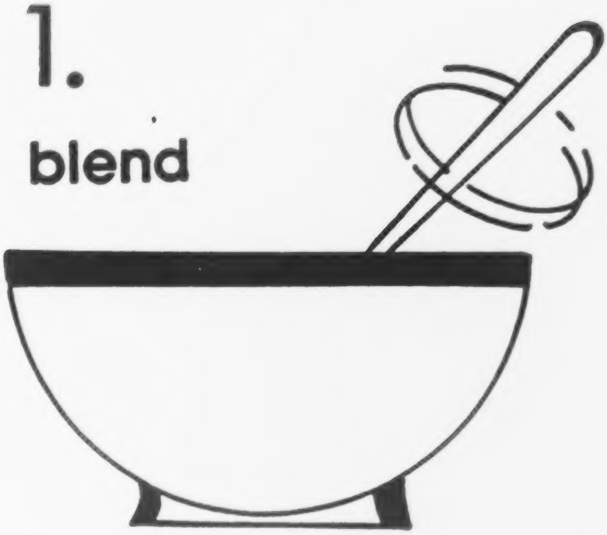


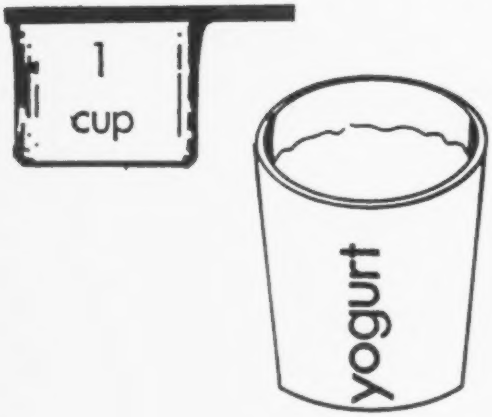
EAT!

WILD DILL DIP

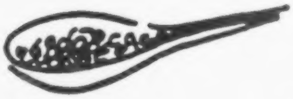
1.

blend

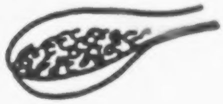



1
cup
yogurt

1 teaspoon
dill weed



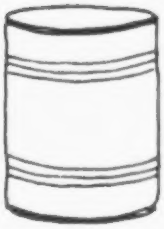
1 teaspoon
parsley



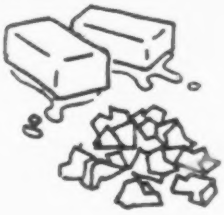
2.

EAT!

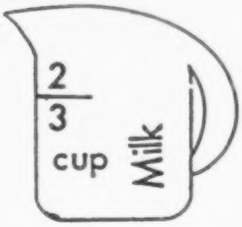
MY OWN ICE CREAM MACHINE



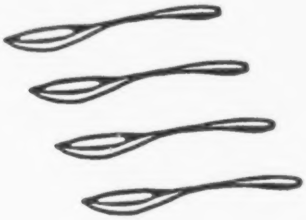
1.crush ice



2.put in can



teaspoons



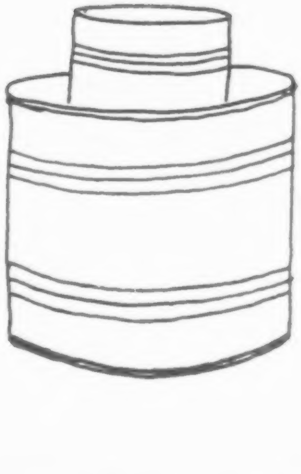
sugar

$\frac{1}{8}$ teaspoon

vanilla

3.put can

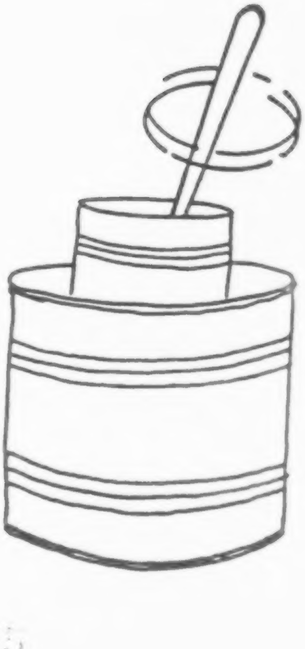
in bigger can



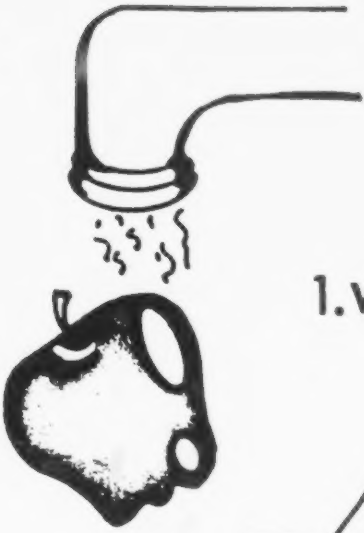
4.add ice and salt

to bigger can

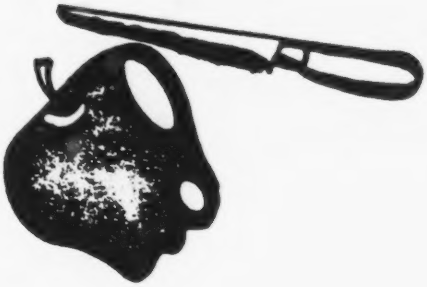
5 stir 15
minutes



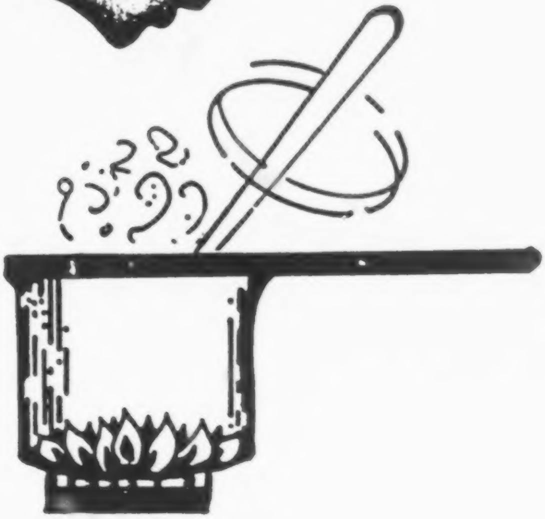
MMM APPLE SAUCE



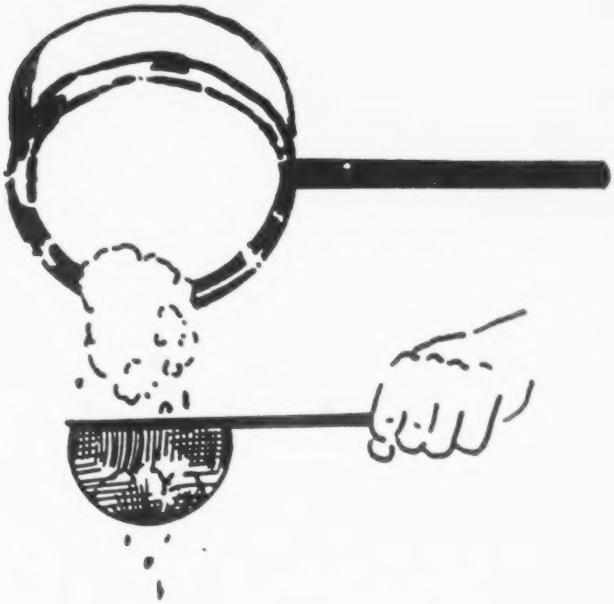
1.wash



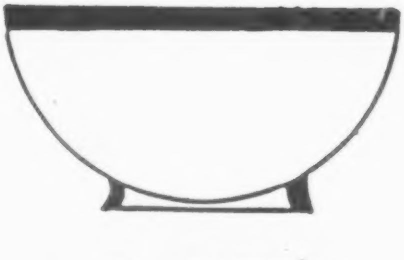
2.peel & chop



3.cook & stir
minutes

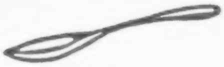


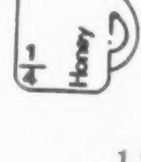
4.drain



5. mash

6. add 1 teaspoon

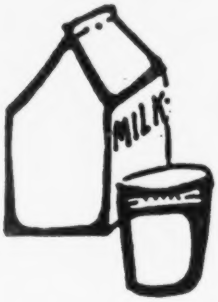




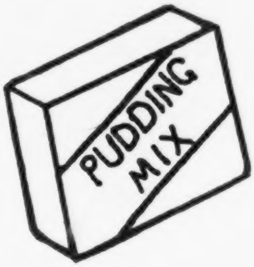
cinnamon

INSTANT VANILLA PUDDING

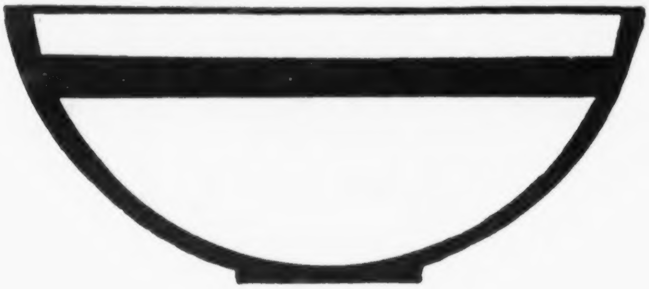
1. add



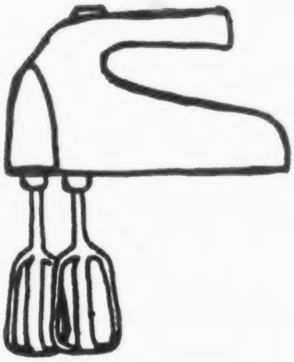
MILK

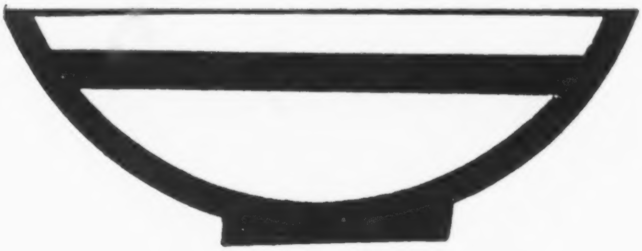

PUDDING
MIX

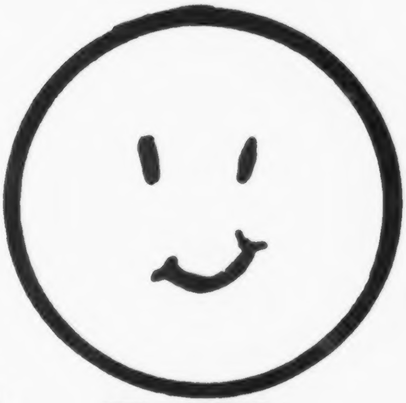
PUDDING



2. beat



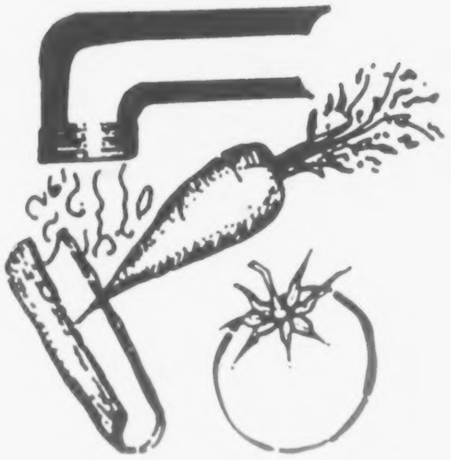




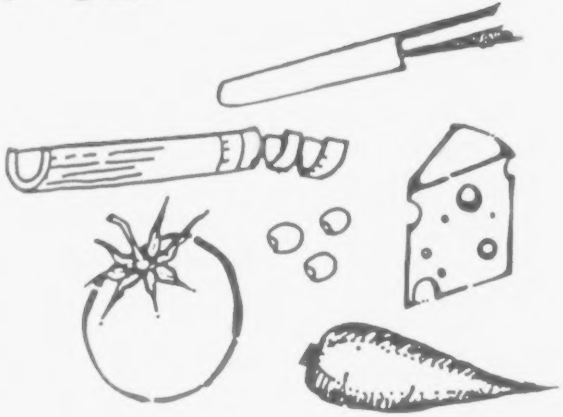
3 EAT!

MACARONI SALAD

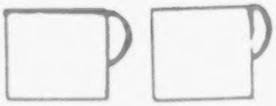
1. wash



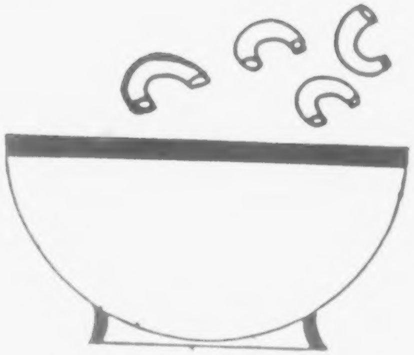
2. cut



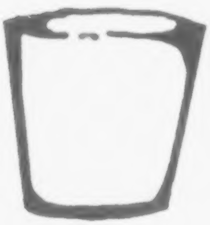
3. add



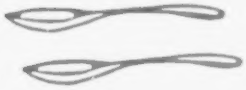
2 cups
cooked
macaroni



4. add

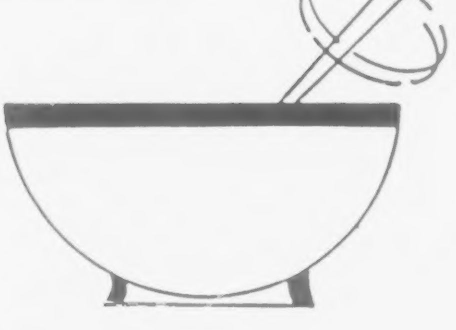


2 Tbsp.

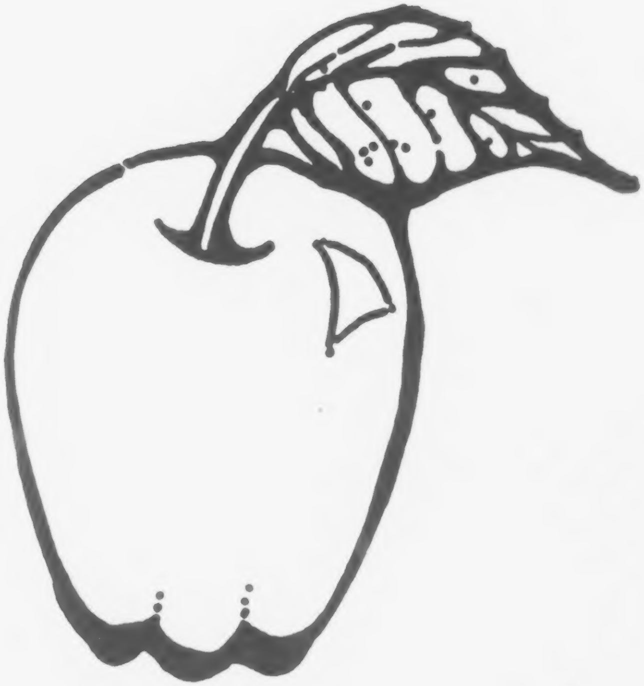


yogurt

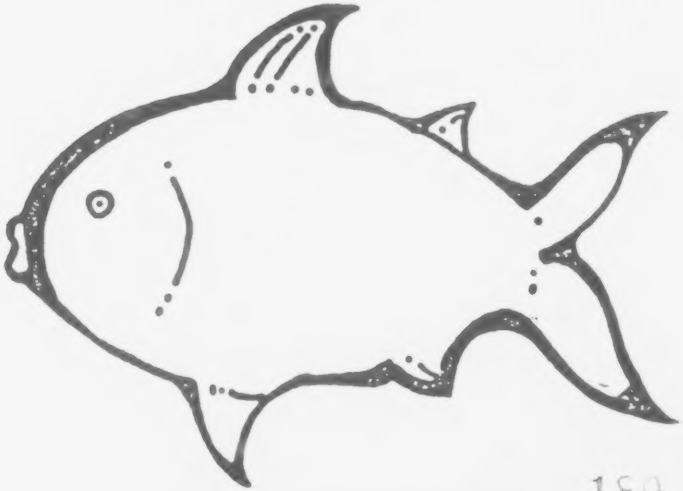
5. mix



FOOD CLUE CARDS

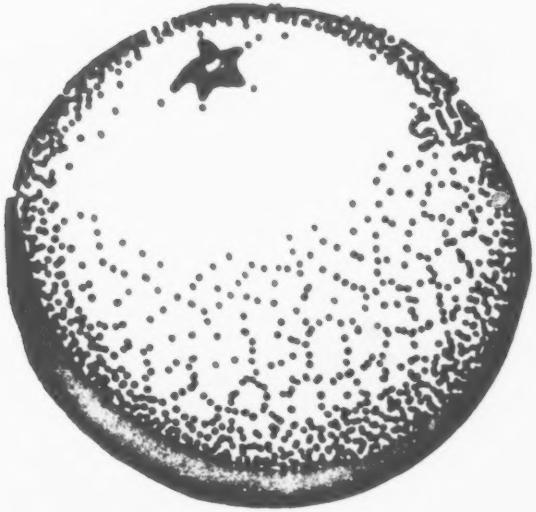


1. I wear a red, yellow or green coat.
2. I am white inside.
3. I carry seeds in my pocket.
4. I am crunchy when eaten raw.
5. But I also make a sweet tasting sauce.
6. I am so sweet many consider me a real treat.
7. I am a fruit that is good to eat.
8. What am I?

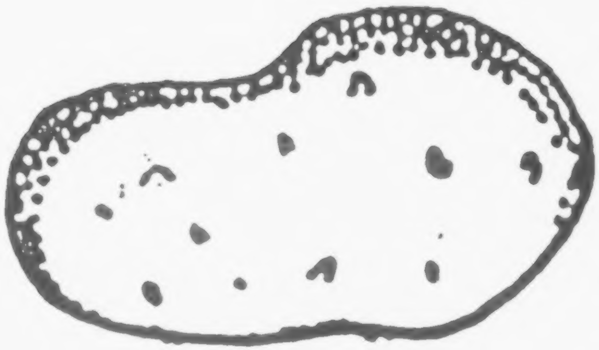


1. I come in many shapes and sizes.
2. I come in many colors too.
3. I used to swim, can you?
4. I am baked, broiled or fried.
5. I make a "ssh-ssh" sound when chewed.
6. What am I?

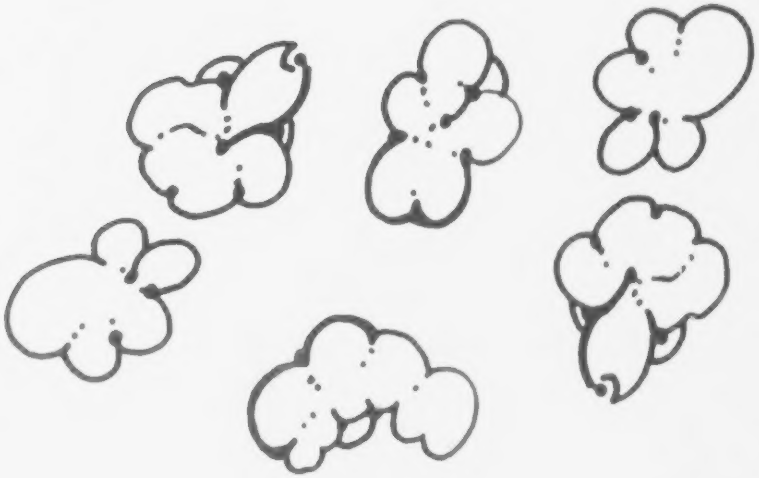
1. I wear an orange jacket.
2. I am juicy inside.
3. I have a "ssh-ssh" sound when chewed.
4. I taste so sweet I make a good treat.
5. I'll make you have a great big orange smile.
6. You can squeeze me at breakfast.
7. Or eat me as a snack.
8. What am I?



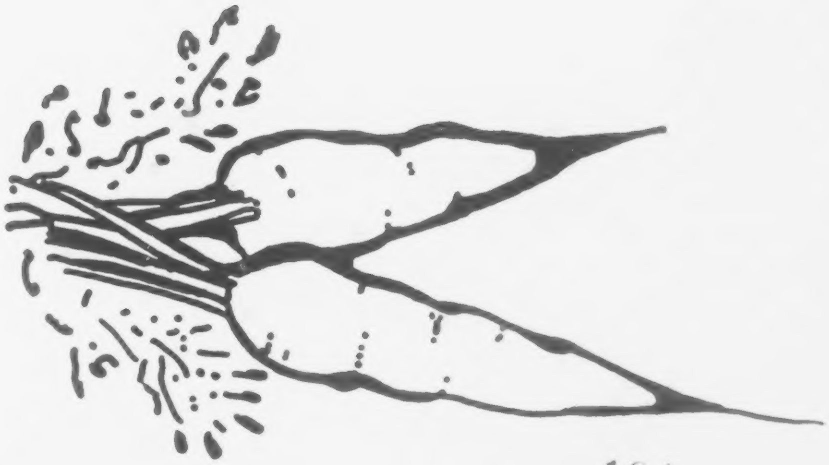
1. I am brown or red.
2. I am crunchy when raw but make a "ssh-ssh" sound when cooked.
3. I have eyes, but at you I cannot look.
4. I can be boiled, baked, fried, or mashed when cooked.
5. Anyway you eat me, my name is the same.
6. What is my name?



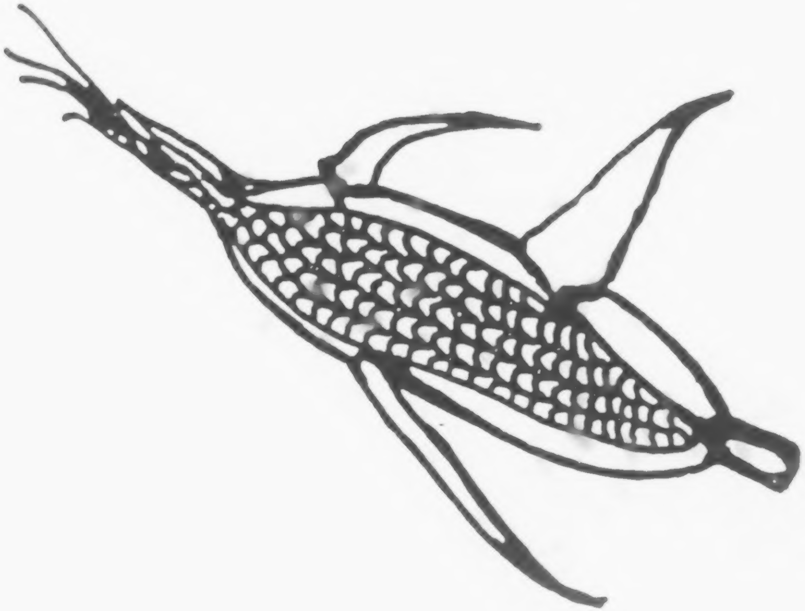
1. I am fluffy.
2. I am white.
3. I change my shape when you cook me right.
4. I make a lot of noise when cooked.
5. I come from corn picked from the field.
6. What I am?



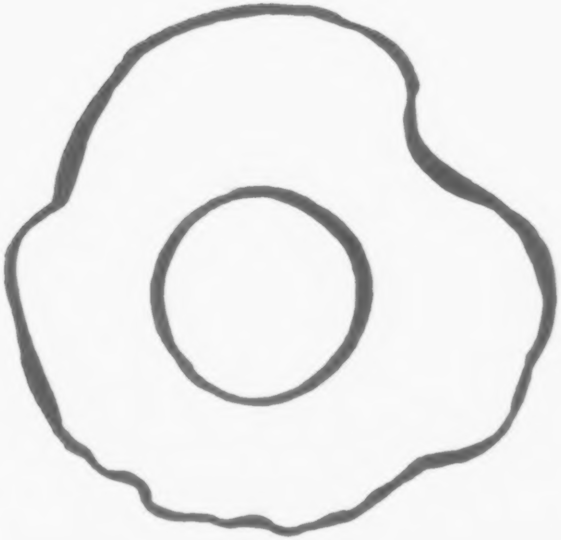
1. I am long and I am hard.
2. I am orange.
3. I taste sweet.
4. I make crunchy sounds when chewed.
5. The rabbit ate me, why not you?
6. What am I?



1. I am crunchy.
2. I am yellow or white.
3. I have long ears, but I can't hear.
4. I have small rows of kernels that taste sweet.
5. I am a summer day's treat.
6. What am I?

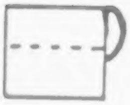


1. I can be white or I can be brown on the outside.
2. But I only have one shape and that is oval.
3. I have a center that is always yellow.
4. I can be hard or I can be soft.
5. Hold me gently or I will crack.
6. Humpty Dumpty fell and broke my back.
7. What am I?



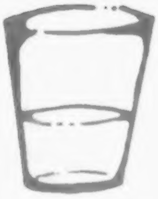
CRANBERRY BUZZLE DRINK

1.

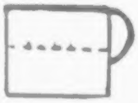


$\frac{1}{2}$ cup

cranberry juice

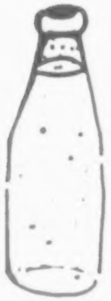


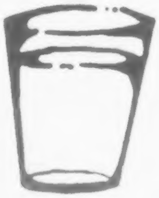
2. **add**



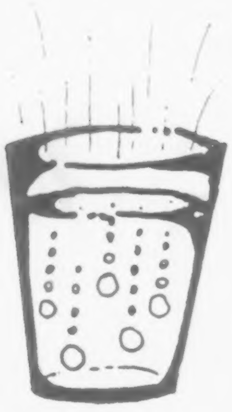
$\frac{1}{2}$ cup

carbonated water

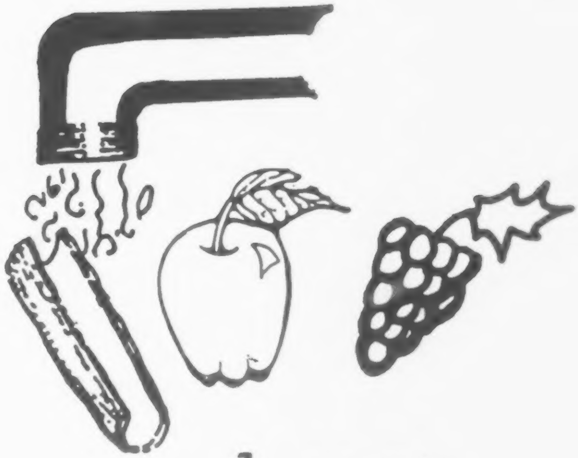




3.

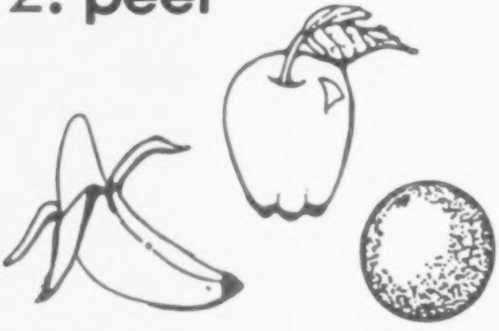


WALDORF SALAD

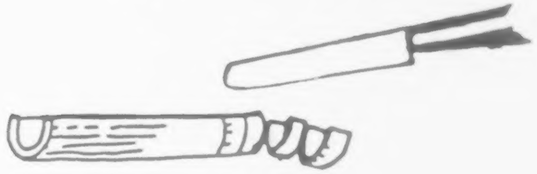


1. **wash**

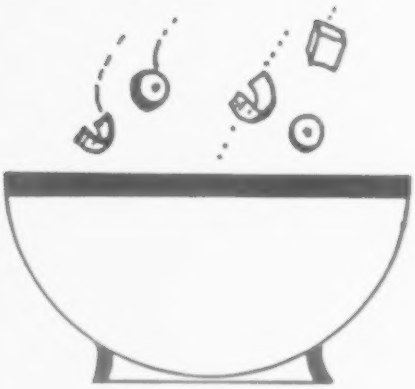
2. **peel**



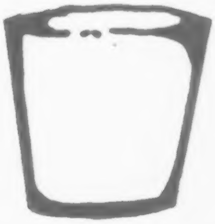
3. **cut**
1 cup of each fruit & celery



4. **add**

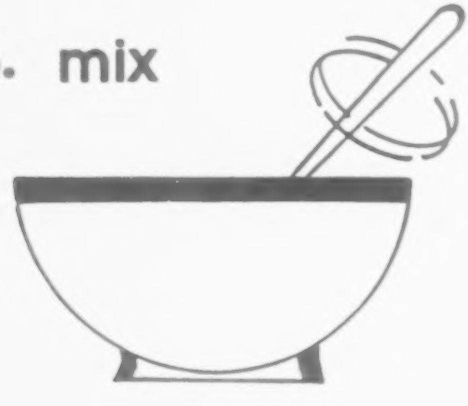


5. **add**



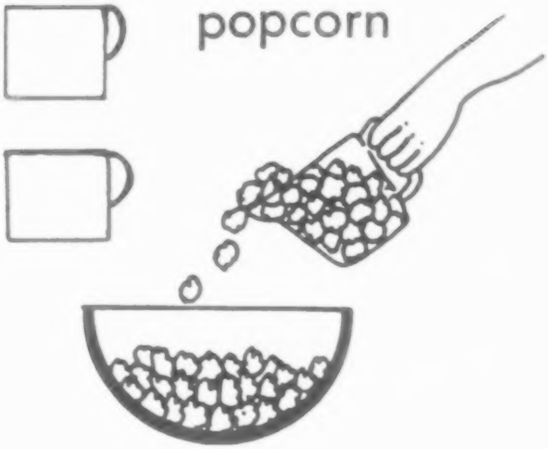
1
cup
yogurt

6. **mix**



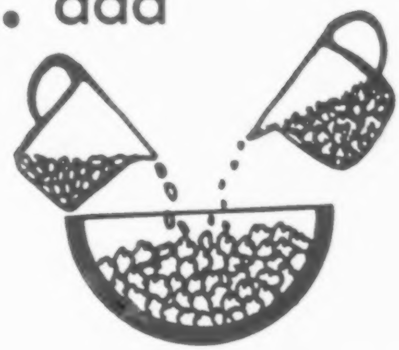
MUNCHING MIX

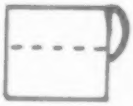
1. 2 cups



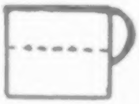
popcorn

2. add



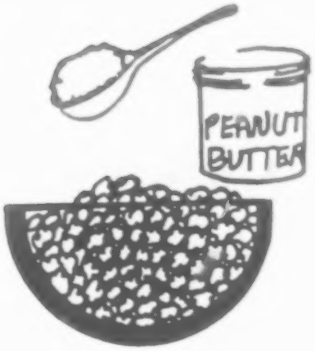


$\frac{1}{2}$ cup
raisins

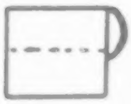


$\frac{1}{2}$ cup
peanuts

3. add

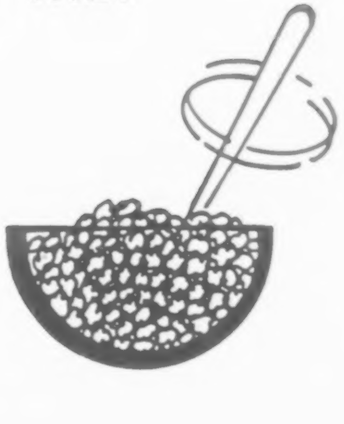


PEANUT
BUTTER



$\frac{1}{2}$ cup
peanut butter

4. mix



UNIT 6

Food Origins

Grand Ideas

I can eat foods from animals and plants.

Many people help provide the food we eat. Farmers, food delivery people, grocery store workers and bakers all work together to bring food to our tables.

Preschool children should begin to learn that plants and animals give us food. They can use this information to practice discrimination, sorting and recognition skills. By sorting and grouping plant and animal foods, young children are better able to distinguish between food and non-food items.

It is also important that children begin to broaden their scope of awareness to include the community as well as their families and themselves. The community can be explored by examining community helpers who work together to help provide a variety of foods. Early stages of career exploration can be achieved through studying the roles of food providers.

Teacher Know How

An important job of Head Start teachers is to stimulate, intellectually, preschool children to question and wonder about the world in which they live. Teachers can also work with children to encourage their ability to think logically and draw conclusions. Nutrition education experiences readily lend themselves to helping children acquire thinking skills that will lead to the development of:

"Concepts: labeling or naming an idea, moving from the specific to the abstract.	"What is a grape?"
Relationship: What is the association between two or more things? How are they similar or different? What are their functions, characteristics, attributes?	"Are grapes a fruit or a meat? How do grapes grow?
Generalizations: Drawing conclusions from relationships and concepts/ideas. This means grouping into classes and finding common elements.	"How many colors of grapes are there? Do all of them have seeds? Are they different sizes? Do they tasts alike?" *

(*Beginnings and Beyond: Foundations In Early Childhood Education*, A. M. Gordon and K. W. Brown, Delmar Publishers, Albany, New York, 1985)

Knowing that foods come from many different sources helps to reinforce the idea that we need to eat a variety of foods. Childhood is an ideal time to learn to identify foods from animal and plant sources and examine these foods and their relationships.

Preschoolers can begin to identify and discriminate between foods of plant or animal origin. For example, children can begin to learn that cows provide us with milk and that milk can be made into cheese, yogurt, ice cream or butter for our use. We also get steak, hamburger and roasts from beef. Children can also learn to identify and describe plant foods. By learning on which part of the plant food is grown, preschoolers can practice sorting, grouping and vocabulary skills. By learning to identify foods according to their animal or plant origins, children can more easily discriminate between food and non-food items.

These discussions also teach children about the community helpers that provide our food. For example, children can learn that the cow provides us with milk, the farmer milks the cow, the truck driver delivers the milk, the grocery store sells milk and the family buys and drinks the milk. Discussions about community helpers such as farmers, food delivery people, grocery store workers, bakers and cafeteria or restaurant employees help children recognize the community members who work to provide the food we find in supermarkets, restaurants, schools and at home. Field trips to a farm, dairy or bakery tie in nicely with this unit.

Children grow from egocentric babies to cooperative five year olds. As they grow from babyhood, children become aware of their families and classmates. By the end of the preschool years, most children have widened their scope of focus to include the community. One purpose of education is to prepare children to live the community. Preschool classrooms begin to teach children about the community by examining the people and places in the community.

There are many high quality childrens' books available that address the concepts taught in this unit. A variety of books, that can be used as a part of the lessons in this unit, are listed in the lessons. These books are usually available at school and local libraries.

Objectives

Children will distinguish between foods of animal or plant origin.

Children will recognize and match animal foods with the animals that are the sources of these foods.

Children will recognize plant foods and identify the parts of the plant where they grow.

Children will become aware of community helpers who help provide the food we eat.

Going For A Walk

To Know and Learn

The story, *Going for a Walk*, will help children begin to recognize foods that originate from plants and those that come from animals. This story will also help them practice deductive reasoning skills.

Materials Needed

Going for a Walk story on pages 6-3 and 6-4
food and story pictures on pages 6-35—6-37
flannel board, bulletin board, blackboard or wall
crayons or felt tip markers
glue or tape
paper
scissors

Directions

Color and cut out the food and story pictures on pages 6-35—6-37.

Read *Going for a Walk* on page 6-3 and 6-4 to the children. Thumbtack or tape the food and story pictures to a flannel board, bulletin board, blackboard or wall to illustrate the story.

After reading the story, ask these questions:

What foods grow on plants?
What foods do we get from animals?

After reading and discussing each part of *Going for A Walk*, have the children draw foods that they would find in an orchard (or farm), garden and/or barnyard.

The following books and filmstrip can be used to further explore the concepts taught in this lesson:

Pickles Don't Grow On Trees (L. Morton, Random House, New York).

Fruits Ripe For Timothy (R. Rothschild, Addison-Wesley, Reading, Massachusetts, 1963).

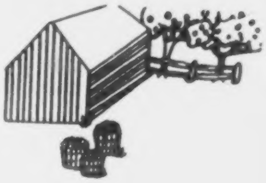
Food Sources filmstrip (Primary Health Education, R. S. Walsh Association, 402-404 Bibbay, Scranton, Pennsylvania 18505).

Food For Thought

To determine whether children can name food sources, describe a farm setting and ask the children to name foods they might find growing on a tree. Repeat with a garden setting and a barnyard.

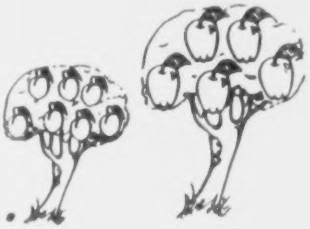
GOING FOR A WALK

Jose went for a walk at my neighBors farm to see all the foods to eat that grew there.



There were apples and peaches up in trees clear of harm that grew round, ripe and fair.

Apples and Peaches grow on trees.
Apples and Peaches are good for me.
Apples and Peaches grow on trees.
Apples and Peaches are good for me.



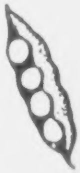
Ask the following questions:

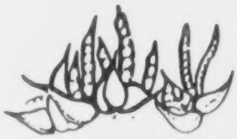
- Where did Jose go for a walk? *(my neighbor's farm)*
- Why did Jose go there? *(to see foods that grew there)*
- What did Jose see? *(apples and peaches)*
- Where did Jose see apples and peaches? *(on trees)*
- Where do apples and peaches grow? *(on trees)*
- What other fruits grow on a tree? *(lemons, limes, pears, coconuts and bananas)*
- Is a tree a plant? *(yes)*
- Do fruits grow on a plant? *(yes)*

Sook Ling went for a walk in my neighbors garden to see all the foods to eat that grew there.

She tiptoed throughout rows of beans and snowpeas, all the while begging their pardon*. There were so many! Plenty to share!

Beans and snowpeas in a garden are found.
Beans and snowpeas are green and round.
Beans and snowpeas in a garden are found.
Beans and snowpeas are green and round.

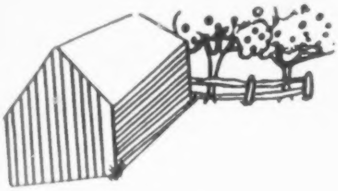




Ask the following questions:

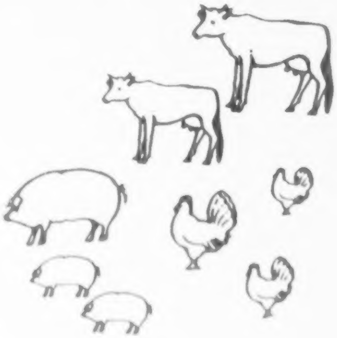
- Where did Sook Ling go for a walk? *(my neighbor's garden)*
- Why did Sook Ling go there? *(to see foods that grew there)*
- What did Sook Ling see? *(beans and snowpeas)*
- Where did Sook Ling see the beans and snowpeas? *(in the garden)*
- How many beans and snowpeas did Sook Ling see? *(many)*
- Do beans and snowpeas grow on a plant? *(yes)*
- What are other foods that grow in a garden? *(tomatoes, zucchini, pumpkins, carrots and radishes)*

Bob went for a walk through his neighbor's barnyard to see what animals lived there.



There were chickens, and cows and a pig on guard for eggs, milk and meat they prepare.

Everyday I eat milk or cheese.
I may also eat meat if I please.
Everyday I eat milk or cheese.
I may also eat meat if I please.



Ask the following questions:

- *Where did Bob go for a walk? (his neighbor's barnyard)*
- Why did Bob go there? *(to see animals that lived there)*
- What did Bob see? *(chickens, cows and a pig)*
- Where did Bob find the animals? *(in the barnyard)*
- What foods do chicken, cows and pigs give us? *(milk, meat and eggs)*
- What other animals are found in a barnyard? *(sheep, turkeys and lambs)*
- Are chicken, cows and pigs animals? *(yes)*
- Do we eat foods from animals? *(yes)*

Picnic Party Circles

P

To Know and Learn

Children will distinguish between food items and non-food items by creating a picture of a picnic.

Materials Needed

Picnic Party Circles on pages 6-38—6-47
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors
picnic basket (optional)
table cloth or blanket(optional)
paper plate
cup
napkin

Directions

Color and cut out the pictures of the *Picnic Party Circles* on pages 6-38—6-47.

Talk about picnics and the foods people often take on a picnic (hot dogs, hamburgers, rolls, watermelon, corn on the cob, mustard, ketchup, potato salad, onions, and other popular picnic foods).

Ask the children to answer the following questions:

What are some foods we get from animals?
What are some foods we get from plants?
What are some foods that we take on a picnic to eat?
What are non-food items that we take on a picnic but do not eat?

Have the children place all of the *Picnic Party Circles* that they can find which contain food items on a bulletin board, flannel board, or wall using thumbtacks or tape. Identify and describe each food and non-food item. The children can go on a "mock" picnic by "packing" the *Picnic Party Circles* in a basket and then placing them on a table cloth. Real non-food items such as plates, cups and forks can also be used instead of the *Picnic Party Circles*.

After the children have set up the picnic, ask them to answer the following:

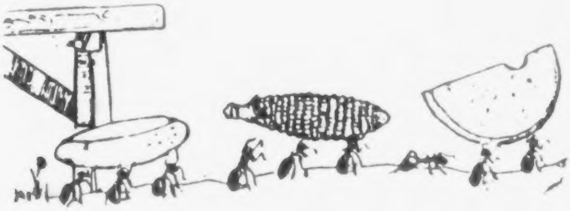
What foods are at the picnic?
Which foods come from a plant source?
Which foods come from an animal source?
Are these foods you eat at a picnic?
What other foods could you eat at a picnic?
What are non-food items that are used at a picnic?

To make this activity more fun, the children could prepare and eat a picnic-style lunch or snack. Invite parents to come to the picnic.

The activity, *Going on a Lion Hunt*, could be adapted to *Going on a Picnic*. To get to the imaginary picnic, children can "swish" through glass, climb fences, swim up streams and so forth.

Food For Thought

Ask the children to name and describe foods that they would bring to a picnic. Also ask them to name non-food items that they would bring to a picnic. Ask them to name foods that they would not bring (ice cream, raw meat, etc.) and why these foods are not appropriate to bring to a picnic.



Barnyard Bonanza

To Know and Learn

The story, *Barnyard Bonanza*, will help children learn about foods of animal origin.

Materials Needed

Barnyard Bonanza story on page 6-7
food and story pictures on pages 6-50—6-52
animal puppet patterns on pages 6-48 and 6-49
chopsticks, wooden kitchen utensils, tongue depressors or straws
construction paper or brown paper
glue or tape
crayons or felt tip markers
scissors
table or flannel board (optional)

Directions

A. To Make the Puppets

Color and cut out the animal puppet patterns and food pictures on pages 6-48—6-52.

Glue or tape the animal puppet patterns and food pictures to construction paper or brown paper. Trim any excess paper.

Glue or tape each animal puppet pattern to a chopstick, wooden kitchen utensil, tongue depressor or straw.

B. To Use the Puppets

Sing the song, *Old MacDonald Had a Farm*, to introduce the activity. Include the cow, pig, turkey and chicken in the song.

Read *Barnyard Bonanza* on page 6-7 to the children. Use the animal puppets and food pictures to illustrate animals and the foods they give us. A towel or cloth can be used to cover a table and act as a stage, or a flannel board could be used to better dramatize the story.

After *Barnyard Bonanza* has been read, hold up one animal puppet and ask the children to name other foods that come from that animal. Repeat for all the animals. Foods cards could be placed on the stage or flannel board to illustrate the foods named by the children.

The following books can be used to further explore the concepts taught in this lesson:

The Little Farm (L. Lenski, H. Z. Walck, Inc., New York, 1942).

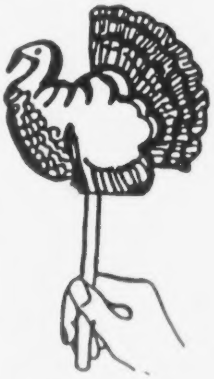
Farm Numbers: A Counting Book (D. Smith, Abelard-Schuman, London, 1970).

Wake-up Farm! (A. Tresselt, Lothrop, Lee and Shepard Company, New York, 1955).

The Chick And The Ducklings (M. Ginsburg, MacMillan Publishing Company, New York, 1972).

Food For Thought

Children can practice matching the food cards of animal origin with their sources and then name as many other foods from a cow, pig, turkey or chicken as they can remember.



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BARNYARD BONANZA

(can be sung to the theme song from
The Beverly Hillbillies)

Chorus

This is a story about a farmer named Ted
He had so many children he barely kept them fed
And one day while he was sitting on a pail
The animals came and said, "We give you food without fail!"

The Cows said, "We give you food without fail!"
The Pigs said, "We give you food without fail!"
The Turkeys said, "We give you food without fail!"
The Chickens said, "We give you food without fail!"

To the cows Ted said, "What foods will you give me without fail?"
"Why, foods like milk, cheese, steak or hamburger without fail," said the cows.

Chorus

To the pigs Ted said, "What foods will you give me without fail?"
"Why, foods like Bacon, pork chops or ham without fail," said the pigs.

Chorus

To the turkeys Ted said, "What food will you give me without fail?"
"Why, foods like turkey and drumsticks," said the turkey.

Chorus

To the chickens Ted said, "What foods will you give me without fail?"
"Why foods like eggs or drumsticks," said the chickens.

Chorus

I Am I Said

To Know and Learn

The song, *I Am I Said*, will help children to identify animals, birds, fish and seafood that provide them with food.

Materials Needed

I Am I Said song, on page 6-9
food and animal pictures on pages 6-53—6-55
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and animal pictures on pages 6-53—6-55.

Read or sing *I Am I Said* on page 6-9 to the children until they know it well.

Make the song more dramatic by using the animal and food pictures. The pictures can be thumbtacked or taped to a flannel board, bulletin board, blackboard or wall.

After the children have sung *I Am I Said*, have them answer the following questions:

What animals were named in the song? *(cow, chicken, pig, fish, lobster and clam)*

What foods do cows give us to eat? *(milk, cheese and meat)*

What foods do chickens give us to eat? *(eggs, chicken parts)*

What foods do pigs give us to eat? *(ham, sausage links, pork chops and bacon)*

What parts of a fish can we eat? *(fillets, roe and steak)*

What parts of a lobster (or crayfish) can we eat? *(tail, body and claws)*

How do we cook clams? *(fry, bake, boil and steam)*

The following book can be used to further explore the concepts taught in this lesson:

Elizabeth Catches A Fish (J. Thomas, Seaburg Press, New York, 1977).

Food For Thought

Show the children a picture of an animal from the song and ask them to name the foods we eat from that animal.

I AM I SAID

(can be sung to the tune of The Friendly Beasts)

"I" said the cow all white and red
"I give to you milk to drink with your bread
I give you cheese and steak if you please"
"I" said the cow all white and red.

"I" said the chick all feathers and beak
"I give you eggs all through the week
I come packaged in parts or complete"
"I" said the chick all feathers and beak.

"I" said the pig all pudgy and pink
"I give you ham and sausage link
For fun in mud I like to sink"
"I" said the pig all pudgy and pink.

"I" said the fish from deep in the water
"You should eat lots of me, yes you ought to
I give you fillets, fish cakes and roe"
"I" said the fish from deep in the water.

"I" said the lobster* from the ocean floor
"Most people eat me and yell for more
They eat my tail, my body, my claws"
"I" said the lobster from the ocean floor.

"I" said the clam from within my shell
"Eating me will keep you well
Fry me, bake me, boil me, steam me"
"I" said the clam from within my shell.

"We are the foods you eat to be well
If you eat us you will feel swell"
Thank you animals one and all
For all the wonderful foods at our beck and call.

* Crayfish can be substituted for lobster.

Animals Match Up!

To Know and Learn

By matching an animal with the variety of foods it provides, children will learn to recognize where foods originate.

Materials Needed

animal and food cards on pages 6-48—6-55
carborad heavy paper or old playing cards
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Cards

Color and cut out the food and animal cards on pages 6-48—6-55. Pictures from magazines or other sources can also be used.

Glue or tape the food and animal cards to cardboard, heavy paper or old playing cards. Trim any excess paper or cardboard.

Cover with clear contact paper to increase durability.

B. To Use the Cards

Discuss the different foods that come from animals (cow, chicken, pig and turkey). Ask the following:

What foods can we get from cows? *(milk, cheese, ice cream, yogurt, steak, beef and hamburger)*

What foods can we get from pigs? *(ham, pork chops, bacon and hot dogs)*

What foods can we get from chickens? *(drumsticks, chicken breasts, liver and eggs)*

What foods can we get from turkeys? *(turkey breast and drumsticks)*

Show the children the animal and food cards. Have them match the animals with the foods they provide.

This activity can also be done by the children individually.

It may be appropriate to explain that we get milk from dairy cows and meat from beef cattle.

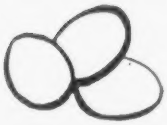
To further develop this lesson's concepts, use these following books:

Fish Is Fish (L. Lionni, Pantheon Books, Inc., 1970).

Brown Cow Farm (D. Ipcar, Doubleday and Company, Inc., New York, 1959).

Food For Thought

Name an animal and have the children identify different foods that can come from that animal.



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Sam's Story

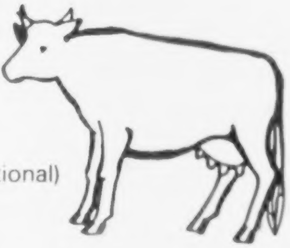
P

To Know and Learn

Children will become aware that milk comes from a cow by listening to *Samantha's Favor*. Children will experience several forms of milk products by preparing an Orange Milkshake and Better Butter. They will also practice fine motor, reading readiness and counting skills by preparing these items.

Materials Needed

Samantha's Favor story on page 6-12
Shake, Shake, Shake the Cream Chant on page 6-12
Hi-Ho the Dairy-Oh! song on page 6-12
Orange Milkshake picture recipe on page 6-56
Better Butter picture recipe on page 6-57
crayons or felt tip markers
scissors
whipping cream
powdered milk
orange juice
water
baby food jars
paper cups
crackers and bread (optional)
knife (optional)



Directions

Samantha the Cow could also be made into a finger puppet.

Read *Samantha's Favor* on page 6-12. Ask the children to answer the following questions:

What kind of animal is Samantha? *(cow)*
What food does Samantha give? *(milk)*
Who milks the cow? *(the farmer)*
What other foods can Samantha provide? *(cheese, yogurt, butter, ice cream and pudding)*
Does Samantha make these foods immediately? *(no)*
Who helps make cheese, yogurt and ice cream? *(the farmer and dairy workers)*

Sing *Hi-Ho the Dairy-Oh!* on page 6-12 to describe where we get milk. Point out that:

We get milk from a cow.
A truck takes milk from the dairy.
The dairy makes the milk safe to drink and puts the milk in cartons.
The milk goes to the grocery store in cartons.
We usually buy milk in the grocery store.
Milk is good for us.

Prepare *Orange Milkshakes* from the picture recipe on page 6-56. Display the picture recipe and review the directions with the children until they know them well. Have the children:

- put powdered milk, cold water and orange juice in a baby food jar
- close the jar and shake

Tell the children that powdered milk can be changed back to fluid milk as in this recipe. Ask the children:

Is this milk?
Will this help make our bodies strong?

Let the children drink the *Orange Milkshakes* from paper cups.

Another food that can be prepared from milk is butter. To make *Better Butter* follow the picture recipe on page 6-57. Display the picture recipe and review the directions with the children until they know them well. Have the children:

- pour whipping cream into the baby food jars
- shake the baby food jars until butter forms
- after the butter forms, drain off the milk
- the butter could be spread on crackers or bread

Let the children take turns shaking the butter. To make the activity more fun, have the children repeat the *Shake, Shake, Shake the Cream* chant on page 6-12 as they shake the baby food jars. After the butter has been made, ask the following:

Is butter made from milk?
How did you make the butter?

The following books can be used to explore the concepts taught in this lesson:

The Farmer And His Cows (L. Floethe, Scribner's, New York, 1957).

Snipp, Snapp, Snurr And The Buttered Bread (M. Lindman, A. Whitman and Company, Chicago, 1970).

Milk (Wonder Books, Grossel and Dunlap, New York, 1972).

Green Grass And White Milk (Aliki, Crowell Company, New York, 1974).

Food For Thought

Have the children name the animal that provides milk and name foods we make from milk.

HI-HO THE DAIRY-OH !*

(can be sung to the tune of The Farmer in the Dell)

The farmer milks the cow
The farmer milks the cow
Hi-ho the dairy-oh!
The farmer milks the cow.

The truck takes the milk
The truck takes the milk
Hi-ho the dairy-oh!
The truck takes the milk.

The dairy bottles the milk
The dairy bottles the milk
Hi-ho the dairy-oh!
The dairy bottles the milk.

The grocery store sells the milk
The grocery store sells the milk
Hi-ho the dairy-oh!
The grocery store sells the milk.

We all drink the milk
We all drink the milk
Hi-ho the dairy-oh!
We all drink the milk.

Milk will make you strong
Milk will make you strong
Hi-ho the dairy-oh!
Milk will make you strong.

* (Mary T. Goodwin, Creative Food Experiences for Children, Center for Science in the Public's Interest, Washington, DC, 1980.)

SHAKE, SHAKE, SHAKE THE CREAM

Shake, shake, shake the cream
So fast it can't be seen.
Cream will turn to butter I hear
Butter, butter, butter appear !

SAMANTHA'S FAVOR

Samantha was a milk cow
that whistled where ever she went.
Because every day when Samantha gave her milk,
The "thank yous" were sure to be sent.

"Thank you, Samantha for milk,
Creamy and white- such a delight."
"Thanks too, for the other things your milk can bring."

"Yogurt, pudding and cheese, please."
"These foods we thank you for,
And without your milk, we can eat them no more."

Samantha had a favor,
Which she gave without a thought.
She gave us milk to drink
Or to make other foods to savor.

Cheese Please Me

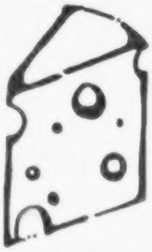
P

To Know and Learn

Children will practice identifying a variety of cheese products by making cottage cheese, having a cheese tasting party and reading the *Cheese Please Me* poem. They will also practice fine motor, reading readiness and counting skills by preparing cottage cheese.

Materials Needed

Cheese Please Me poem on page 6-14
Little Miss Muffet nursery rhyme on 6-14
Cottage Cheese picture recipe on 6-58
a variety of cheeses: cubed, grated or sliced Muenster,
Swiss, Cheddar, Mozzerella and American
milk
lemon juice
stove, hot pot or hot plate
pot
strainer
paper cups
spoons



Directions

Talk about the variety of cheeses that can be made from milk. Mention cheeses such as Muenster, Swiss, Cheddar, Mozzerella, American and cottage. Ask the children if they have ever tried any of these cheeses.

Show the children the cheeses. Describe the cheeses using the five senses. Discuss the color, look, smell and feel of the cheeses and the sound they make when chewed. Point out that different cheeses look differently. For example, Swiss cheese has holes in it, Mozzerella cheese is smooth and cottage cheese is white and chunky.

Read *Cheese Please Me*, see below, and let the children practice it until they know it well.

Let the children sample the different cheeses. After they have finished, ask them to answer the following questions:

Where does cheese come from?
Which animal gives us milk to make cheese?
Does all cheese look, smell, feel, sound and taste alike?

Ask the children to point to their favorite cheese. After the discussion has ended, tell children that they are going to make their own cheese.

Follow the picture recipe for *Cottage Cheese* on page 6-65. Display the *Cottage Cheese* picture recipe and review the directions with the children until they know them well. Have the children:

- put milk into a pot and slowly bring to a boil
- add lemon juice and stir
- strain to separate curds and whey

Distribute the cottage cheese in paper cups and let the children eat the cheese. Ask them the following:

What is this?
What is cottage cheese made from?
Which animal gives us milk?
Describe the cottage cheese using their senses.

Read *Little Miss Muffet*, see below.

Ask the children to name the food Miss Muffet was eating.

Food For Thought

Ask the children to identify the animal that gives us the food we need to make cheese.

⇨

CHEESE PLEASE ME

Cheese please, before I sneeze
(pretend sneezing)

I will take a slice, a chunk, or a squeeze
(put hand out)

Melt it, grate it, or just plain
(pretend cooking or grating cheese)

I will even take it wrapped in cellophane
(nod head and smile)

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
Along came a spider
Who sat down beside her
And frightened Miss Muffet away.

Egg-Specially For You

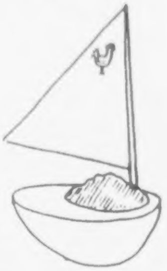
P

To Know and Learn

Children will practice identifying foods from poultry. They will also practice fine motor and reading readiness skills by preparing *Egg Boats*.

Materials Needed

Chicken Egg-Specially poem, see below
Egg Boat picture recipe on page 6-59
hard-cooked eggs
plain yogurt
paprika
paper (optional)
toothpick (optional)
knife
cutting board
bowl
spoons



Directions

Talk about the foods that come from a chicken (eggs, drumstick, wings, etc.).

Read *Chicken's Egg-Specially*, see below, and have them repeat each line until they know the poem well.

Prepare *Egg Boats* from the picture recipe on page 6-59.

- cut a hard-cooked egg in half
- scoop out yolk into a dish
- mix yogurt and yolk
- fill hole in egg with yogurt and yolk mixture

To make the activity more fun, the children can also make sails and put them in the boats before eating. Sails can be made by cutting a triangle out of paper and taping it to a tooth pick. Insert the tooth pick in the egg to finish the *Egg Boat*.

After the children have made and eaten the *Egg Boats*, talk about how the egg shell and inside of the egg feels and looks. Also talk about the many ways we can cook eggs. Mention egg dishes such as omelets, scrambled eggs, pickled eggs, egg salad, quiche and egg nog. Ask the children to identify the animal which gives us eggs.

For more variety, other egg dishes can be prepared and served by the children. Children may also be more successful in making the *Egg Boats* if they work in small groups (2 or 3) with close adult supervision.

The following books can be used to further develop the concepts of this lesson:

Johnny's Egg (E. Long, Addison-Wesley, Reading, Massachusetts, 1980).

Horton Hatches The Egg (Dr. Suess, Random House, New York, 1960).

Egg Thoughts And Other Frances Songs (R. Hoban, Harper and Row, New York, 1972).

Scrambled Eggs Supper (Dr. Suess, Random House, New York, 1953).

The Wonderful Egg (W. G. Shloat, Jr., Scribner's, New York, 1952).

Food For Thought

Ask children to name and act out the animal that gives us eggs. Children could also be asked to draw pictures of animals that give us eggs (for example, chickens, turkeys and ducks, etc.).

CHICKEN'S EGG-SPECIALLY

(sing to the tune of "The Farmer in the Dell")

The chicken lays an egg
The chicken lays an egg
Cluck, cluck, cluck, cluck
The chicken laid an egg.

⇨

Animal Foods Mural

To Know and Learn

By creating an *Animal Foods Mural* children will identify a variety of foods from animal origins and practice fine motor skills.

Materials Needed

food pictures (for example: magazines, newspapers and grocery store advertisements)
paper
glue or tape
crayons or felt tip markers
scissors

Directions

Talk about foods that come from animal sources. Have children do the following:

Name foods that come from cows.
Name foods that come from pigs.
Name foods that come from chickens.
Name foods that come from turkeys.
Name foods that come from fish.

Ask the children to draw or cut out magazine pictures of foods with animal origins.

Glue or tape the pictures to a large sheet of paper with *Animal Foods Mural* written at the top.

After the food pictures have been attached to the paper, ask the children to name each food and the animal which provided the food.

Each child could make an individual collage to be taken home.

Teachers can use an overhead projector to enlarge a picture of a cow and then trace the picture onto a large piece of paper. The children could paste pictures of foods from a cow in the outline. This can also be done with a pig, chicken, turkey and fish.

Food For Thought

Name an animal and ask the children to identify as many foods as they can that originate from that animal.

Plants Make Good Eating Too

To Know and Learn

The *Ricky Racoon* story will teach children about the different parts of plants that we eat. This activity will give children the opportunity to practice mathematic, music and reading readiness skills.

Materials Needed

Ricky Racoon story on page 6-18
food and story pictures on pages 6-60—6-66
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and story pictures on pages 6-60—6-66.

Read *Ricky Racoon* on page 6-18 to the children. At each refrain, the children can sing along. Use the food and story pictures to illustrate the plant foods as the story progresses.

After reading the story, ask the children the following questions:

When does Ricky Racoon visit the farmer's garden?

What does Ricky Racoon find when he visits the farmer's garden?

What leafy foods does Ricky Racoon find?

What stem foods does Ricky Racoon find?

What root foods does Ricky Racoon find?

What seed foods does Ricky Racoon find?

What fruit foods* does Ricky Racoon find?

What flower foods does Ricky Racoon find?

This lesson contains many concepts. It may be helpful to divide this lesson into six parts (leaf, stem, root, seed, fruit and flower vegetables) and teach each part on a separate day.

The following books can be used with this lesson:

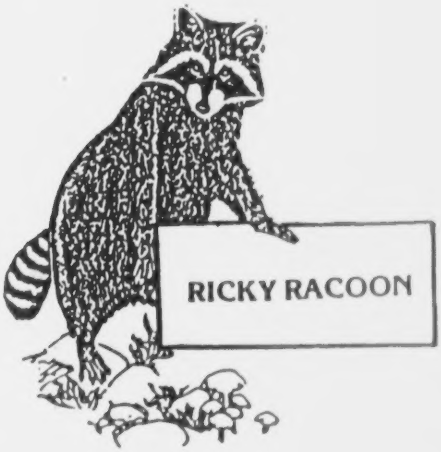
Blue Bug's Vegetable Garden (V. Poulett, Children's Press, Chicago, 1973).

Bring In The Pumpkins (D. Ipcar, Scholastic Book Service, New York, 1976)

Food For Thought

Ask the children to name foods that come from plants. Also have them name foods that come from plant leaves, stems, roots, seeds, fruits and flowers.

* Some vegetables (tomato, cucumber, squash, eggplant, pumpkins and green peppers) are called "fruit" vegetables because they contain the seeds of the plant. They are sometimes referred to as "vegetables in fruit clothes" or "vegetables in disguise."



RICKY RACOON

(chorus can be sung to the tune of
This is the Way We Wash Our Clothes)

Ricky Racoon loves to visit the farmer's garden. On Mondays he likes munching on the leafy greens that grow there, like lettuce, spinach, cabbage and brussel sprouts.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To eat the leafy greens.

Ricky Racoon loves to visit the farmer's garden. On Tuesdays he likes crunching on the vegetables that grow on stems there, like celery, and asparagus.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To eat the plant stems.

Ricky Racoon loves to visit the farmer's garden. On Wednesdays he likes chomping on roots that grow under the ground there, like carrots, onions, potatoes, radishes and rutabagas.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To pull roots from the ground.

Ricky Racoon loves to visit the farmer's garden. On Thursdays he likes.chewing on the plant seeds that grow there, like beans, peas and corn.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To pluck the seeds that hang there.

Ricky Racoon loves to visit the farmer's garden. On Fridays he likes nibbling the plant fruits that grow there, like cucumbers, tomatoes, pumpkins and green peppers.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To pick the plant fruits.

Ricky Racoon loves to visit the farmer's garden. On Saturdays he likes eating vegetable flowers that grow there, like cauliflower, artichokes, broccoli and squash blossoms.

Chorus
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
Ricky Racoon goes to the garden
To eat the vegetable flowers.

Ricky Racoon loves to visit the farmer's garden. But on Sundays he eats all these foods at home.

Chorus
Ricky Racoon doesn't go to the garden
Ricky Racoon doesn't go to the garden
Ricky Racoon doesn't go to the garden
On Sunday he eats at home.

Broccoli Talks Plants

To Know and Learn

The *Broccoli Talks Plants* flannel board story will help children learn that plants have edible roots, stems, leaves and flowers.

Materials Needed

Broccoli Talks Plants story on page 6-20
food and story pictures on pages 6-67—6-68
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and story pictures on pages 6-67—6-68

Read *Broccoli Talks Plants* on page 6-20 to the children. Illustrate highlights of *Broccoli Taks Plants* by thumbtacking or taping the food and story pictures to a flannel board, bulletin board, blackboard or wall. After the story has been read, ask the children the following questions:

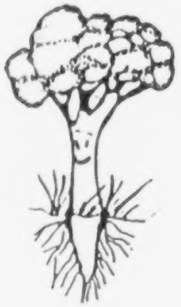
Where did the seed fall?
How did the seed get underground?
Who did the seed see underground?
Why was the seed unhappy?
What was the turnip's secret?

The book, *The Carrot Seed* (C. Johnson, Scholastic Book Services, New York, 1945), is an inexpensive resource that can also be used to teach sequencing skills. For example, buy two paper back copies, tear out the pages and cover them with clear contact paper. The children can then "read" the pictures and put the book back into its proper sequence.

Some children may be interested to know that broccoli (like other plants) "eats" water and nutrients from the soil and air. Humans must drink water and eat food.

Food For Thought

Ask the children to identify the different parts of a broccoli plant.



BROCCOLI TALKS PLANTS

There was a little seed that fell to the ground.
It fell so softly it never made a sound.
Into a hole it softly sunk,
To finally rest at the bottom with a plunk.

Under the ground, the seed looked for friendship.
But all he could find were worms and a turnip.

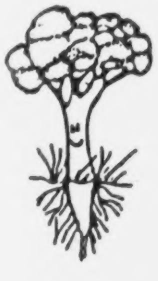
"Oh, woo," cried the seed from his dark dungeons.
"I wish I could grow and Be where the sunshine is."

"Surprise!" called the turnip from its cavern in the dark.
"I will tell you a secret to make you grow without a spark.
Eat plenty of foods, drink water and play,
And you'll grow so fast you won't know what to say!"
"Yippy-yi-yah," yelled the seed from within his hole.
"Watch me grow roots, stems and leaves to roll."

So the seed ate his foods until he grew and grew and grew,
He grew so much his roots grew down to Timbuktu.

And then there was his stem, now that was so high,
His stem grew so big it reached for the sky.

And he grew leaves to proudly show
Along with tasty flowers, don't you know.
"Yippy-yi-yah," cried the seed that grew from the ground,
"I grew so much they call me broccoli now!"



Bean Shaker Chant

To Know and Learn

Children will practice identifying beans, peas and dried corn as plant seeds that can be eaten.

Materials Needed

Bean Shaker Chant on page 6-22
dried peas, beans, popcorn and/or pumpkin seeds
empty paper towel rolls, toilet paper rolls, oatmeal boxes
or small shoe boxes
aluminum foil
rubber bands

Directions

A. To Make the Shakers

Make shakers to use when reciting the *Bean Shaker Chant* by:

- putting several dried beans, peas, popcorn kernels and/or pumpkin seeds into a paper roll or box
- covering the ends of the paper roll or box with aluminum foil and secure it with rubber bands

B. To Use the Shakers

Review all the parts of a plant that we can eat. Give examples of foods that grow on each part of the plant. Talk about plant foods such as:

Stem foods: asparagus and celery
Root foods: carrots, potatoes, beets and radishes
Leaf foods: lettuce, spinach and cabbage
Flower foods: broccoli and cauliflower
Fruit foods: tomatoes, green peppers and cucumbers
Seed foods: peas, beans and corn

Read *Bean Shaker Chant* on page 6-22 to the children. Have them repeat each line until they know it well. The shakers can be rattled as the children say the chant.

After they have learned the chant, ask the children the following questions:

Name the foods in the shakers.
What part of the plant are these foods? (seed)
What color and shape are the seeds?
How do the seeds feel?
Can the seeds be eaten raw?
What are some other plant seeds we eat? (sesame seeds, sunflower seeds, other kinds of beans and peas)

The following books can be used to reinforce the concepts taught in this lesson:

Pumpkin Seeds (S. Yezback, Bobbs-Merrill, New York, 1969).

From Seed To Jack-O-Lantern (H. L. Johnson, Lothrop, Lee and Shepard, New York, 1974).

The Amazing Seeds (J. Hope, Watts, Inc., New York, 1965).

Lentil Soup (J. Lasker, A. Whitman and Company, Chicago, 1977).

Food For Thought

Ask the children to name foods that are plant seeds.

BEAN SHAKER CHANT

Seeds, seeds, seeds to grow
Make me grow so tall
Peas, peas, I eat my peas
To grow up big and tall

Seeds, seeds, seeds to grow
Make me grow so tall
Beans, beans, I eat my beans
To grow up big and tall

Seeds, seeds, seeds to grow
Make me grow so tall
Corn, corn, I eat my corn
To grow up big and tall

Seeds, seeds, seeds to grow
Make me grow so tall
Pumpkin seeds, pumpkin seeds, I eat my pumpkin seeds
To grow up big and tall

Seeds, seeds, seeds to grow
Make me grow so tall
Peanuts, peanuts, I eat my peanuts
To grow up big and tall

Sprouting Good Food

P

To Know and Learn

Children will learn that we can grow and eat plant stems by planting their own bean sprouts and then preparing *Egg and Sprout Pockets*. They will also practice sequencing, fine motor and reading readiness skills.

Materials Needed

Egg and Sprout Pockets picture recipe on page 6-69
Bean Sprout picture recipe on page 6-70
pita bread
hard cooked eggs
lowfat plain yogurt
bean (alfalfa seed, soy beans, mung beans, lentils, peas, garbanzo beans, wheat, oats and/or barley)
jar
cheese cloth
rubber band
water
paper
glue or tape
crayons or felt tip markers
scissors

Directions

Review the foods that we eat that are plant stems. Use examples like rhubarb, celery, broccoli stalks and asparagas to describe plant stem foods.

Wash the beans thoroughly and have the children plant bean sprouts using the picture recipe on page 6-70. Be sure to tell the children that the bean sprouts will take 4 days to grow large enough to be eaten. (Only use good quality seeds for sprouting otherwise the seeds may rot rather than sprout. Also, use seeds purchased only at a grocery store. Seeds sold in other stores may be treated with pesticides.)

Children can monitor the growth of the bean sprout by keeping a record of how they grew each day. This can be done by:

- making a chart that is titled "What Happened to My Sprouts Today?"
- making columns for each day, Monday - Friday
- drawing a picture of the bean sprout (or seed) each day

On the last day ask the children to answer the following questions:

How fast did the bean sprouts grow?
Are bean sprouts a plant or an animal?
Can we eat bean sprouts?
What part of the plant was used to grow the sprout? (seed)
What part of the plant did the seed grow into? (stem)
Prepare the Egg and Sprout Pockets from the picture recipe on page 6-69.

Let the children eat the sandwich and ask them the following questions:

What foods are in the sandwich?
Where did each of the foods originate?
What is the color, shape, feel and smell of the bean sprouts?
How do the bean sprouts sound when chewed?

The sprouts can also be used on tacos, peanut butter sandwiches, crackers or eaten plain.

Sprouts are widely used in the Asian cuisine. This lesson could be expanded by talking about the Asian culture. Refer to the lesson, *Wonderful Wontons* (1-14), for resources.

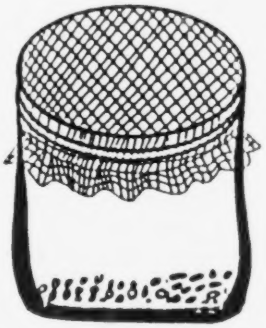
The following books can be used to further develop the concepts taught in this lesson:

Who Goes There In My Garden? (E. Collier, Young Scott Books, New York, 1963).

Vegetables From Stem To Leaves (M. E. Selsam, Morrow, New York, 1972).

Food For Thought

Ask the children to name the plant foods in the sandwich and describe how to grow bean sprouts.



Cuke Canoes

P

To Know and Learn

Children will learn that some vegetables are the fruit of the plant. They will also practice fine motor, reading readiness and sequencing skills by preparing cucumbers as a snack.

Materials Needed

Cuke Canoes picture recipe on page 6-71
cucumbers
peanut butter or cottage cheese
raisins
knife
cutting board
paper plates
spoons

Directions

Discuss vegetable fruits with children. Talk about vegetables such as cucumbers, tomatoes, green peppers, zucchini, pumpkin and squash.

Have the children prepare *Cuke Canoes* from the picture recipe on page 6-71. Display the picture recipe and review the directions with the children until they know them well. Have the children:

- peel the cucumbers
- slice them in half lengthwise (thirds or fourths can also be used)
- scoop out seeds
- fill with peanut butter or cottage cheese
- top with raisins

Let the children eat the *Cuke Canoes* and ask them to answer the following questions:

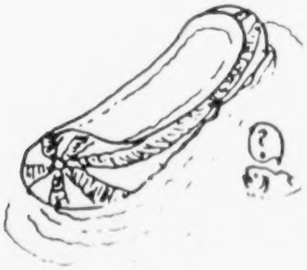
What foods are in the *Cuke Canoes*?
Are these plant foods?
Which part of the plant is each of these foods?

The following book can be used to further develop the concepts taught in this lesson:

The Tomato And Other Fruit Vegetables (M. Selsam, Morrow, New York, 1972).

Food For Thought

Ask the children to identify at least one vegetable fruit.



Plant Shape Up Cards

To Know and Learn

Children will practice identifying parts of plants that we eat.

Materials Needed

Plant Food Cards on pages 6-72—6-74
heavy paper, cardboard or index cards
glue or tape
crayons or felt tip markers
scissors
contact paper (optional)

Directions

A. To Make the Plant Food Cards

Color and cut out the *Plant Food Cards* on pages 6-72—6-74.

Cut along the bold lines so that the shape of the card is a triangle, diamond, square, rectangle or circle.

Glue or tape the *Plant Food Cards* to heavy paper, cardboard or index cards. Trim any excess paper.

Cover with clear contact paper for longer durability.

B. To Use the Plant Food Cards

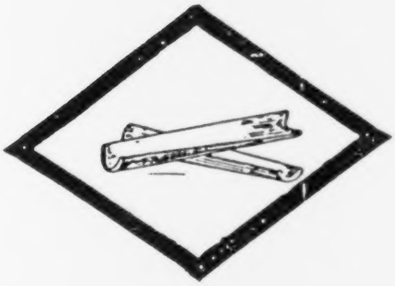
Review plant parts that we eat and give examples of vegetables that we eat from each plant part.

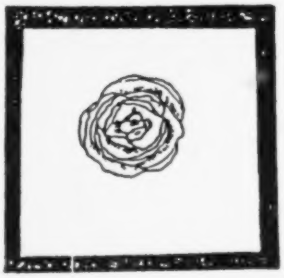
Show the children the *Plant Food Cards* and ask them to pick the foods that come from a plant stem, root, seed, leaf and fruit. Children can also match card shapes until they know on which part of the plant each vegetable grows.

Children can use these cards individually for review.

Food For Thought

Ask the children to find and hold up a card of a vegetable that is a plant stem, root, seed, leaf or fruit.





Am I Plant Or Animal?

To Know and Learn

Children will distinguish between foods of plant and animal origin and things that are not food By playing a card game.

Materials Needed

food picture cards on pages 6-48—6-56
picture cards on pages 6-60—6-67
cardboard, heavy paper or old playing cards
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Food Picture Cards

Use food pictures from other activities or use magazines, newspapers, seed catalogs or grocery store advertisements to locate pictures of food and things that are not food items. Pictures of things that are not food can also be found on pages 6-75—6-76

Color and cut out these pictures and glue or tape them to the cardboard, heavy paper or old playing cards. Trim any excess paper.

Cover cards with clear contact paper to make them more durable.

B. To Use the Food Picture Cards

Review with the children foods that we get from plants and animals. Ask the following:

What animals give us food?
What are some foods that come from animals?
Do plants give us food?
What are some foods that come from plants?

Hold up a picture card and ask the children to identify whether the card is of a food or is not a food. If the picture is of a food item, ask them to identify whether the food is of a plant or animal source. Have them repeat the following:

Foods are great. Foods are great.
Foods are neat. Foods are neat.
(food name) comes from a plant,
(food name) come from an animal,
And it is good to eat.
And it is good to eat.

The children can use the cards individually to sort them into groups of non-food items, animal foods and plant foods. The cards can also be sorted into foods from a chicken, cow, or pig or foods that are plant roots, seeds, fruits, stems, flowers, or leaves.

The following books can be used to further explore the concepts taught in this lesson:

A Tree Is A Plant (C. Bulla, Crowell Company, New York, 1960).

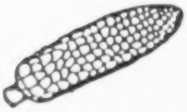
Everybody Has A House And Everybody Eats (M. Green, Young Scott Books, New York, 1961).

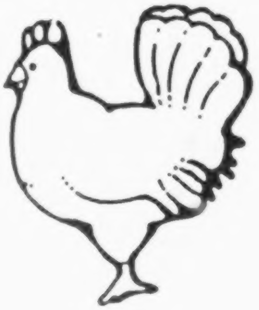
The Flake And His Secret Plan (U.S. Department of Health and Human Services, DHHS Pub. No. (CDC) 74-8264, Superintendent of Documents, Washington D. C.)

Is This My Dinner? (I. Black, A. Whitman and Company, Chicago, 1972).

Food For Thought

Hold up a picture of a food or non-food item. Ask the children to clap if the picture is a plant food, stomp their feet if the food comes from an animal or put their their hands on their knees if it is a non-food item.





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Tuna Tease

P

To Know and Learn

By preparing and eating *Tuna Tease* the children will practice eating a variety of foods and identifying foods from animals and plants. They will also practice fine motor, reading readiness, counting and sequencing skills.

Materials Needed

Fishy Swims in the Brook poem, see below
Tuna Tease picture recipe on page 6-77
apple
can of tuna (drained)
mayonnaise
knife
cutting board
bowl
paper cups
spoons

Directions

Read *Fishy Swims in the Brook*, see below, to the children.
Have them repeat each line until they know it well.
Ask them to answer the following questions:

Where did the fish swim?
How was the fish caught?
How was the fish cooked?
Who ate the fish?

After the discussion, prepare *Tuna Tease* using the picture recipe on page 6-77. Display the picture recipe and review the directions with the children until they know them well. Have the children:

- put tuna in a bowl
- wash, peel and chop an apple
- add apple and yogurt
- stir

Have the children serve the *Tuna Tease*.

Review the picture recipe and ask them to answer the following questions:

What foods are in the *Tuna Tease?*

Does each food come from an animal or a plant?

Ask the children to describe the color, shape, taste, smell and sound of each food.

Read the poem again and ask what kind of fish the children ate when they made *Tuna Tease*. Explain that tuna is a fish that has been packed into a can.

Ask the children:

What other kinds of fish can be found in a can? (sardines, salmon and herring) How does your mother buy fish? (fresh, frozen and/or canned)

The following book can be used to further develop the concepts taught in this lesson:

Fish For Supper (M. B. Goffstein, The Dial Press, New York, 1976).

Food For Thought

Name each food found in *Tuna Tease* and have children stand up if the food is from an animal source or sit down if the food is from a plant.

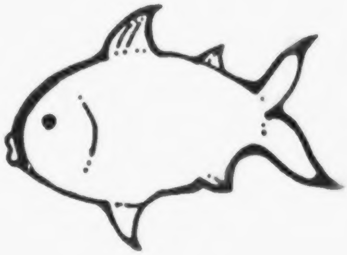
FISHY SWIMS IN THE BROOK

Fishy, fishy in the brook.
(pretend swimming)

I will catch that fishy with a hook.
(point to self)

I will fry that fishy in a pan.
(pretend cooking with a pan)

Then I will eat that fishy, yes I can.
Yes I can!
(point to self)



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Rootie Toot Toot

P

To Know and Learn

By making *Rootie-Toot-Toot Soup*, children will practice identifying which vegetables are roots foods. They will also practice fine motor, reading readiness, counting and sequencing skills by preparing *Root Soup*.

Materials Needed

Rootie-Toot-Toot poem, see below
Vegetable Soup picture recipe on page 4-56
onion
carrot
radish
potato
pot
paper cups
spoons

Directions

Read *Rootie-Toot-Toot*, see below, to the children.

Review the different parts of a plant that can be eaten.
Ask the children to answer the following question:

What are the names of some root vegetables? (for example, onions, beets, carrots, potatoes, radishes, rutabagas and turnips) What vegetables could we put into our soup if we wanted to use only root vegetables?

Prepare *Vegetable Soup* using only root vegetables. Display the picture recipe and review the directions with the children until they know them well. Have the children:

- wash the root vegetables
- cut the root vegetables
- place them in a pot with water and tomato juice
- Bring to a boil and then reduce heat
- simmer for 15 minutes or until vegetables are tender

Serve the children paper cups filled with the soup. Ask them the following questions:

Name the root vegetables in the soup? On what part of the plant do these vegetables grow?
(root)
Where do these vegetables grow? (underground)

Repeat the poem. Describe the color and smell of the vegetables, and how they smell, taste and sound when eaten.

If it is not possible to make the soup, draw a pot on the chalk board and have the children attach pictures of root vegetables that they would put in their soup.

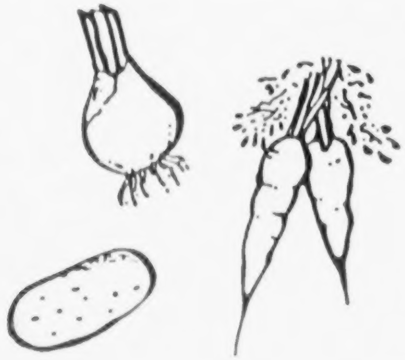
The following books can be used as additional activities for this lesson:

The Great Big Enormous Turnip (A. Tolstoy, Franklin Watts, New York, 1969).

Turnip (J. Domanska, MacMillian, New York, 1966).

Food For Thought

Ask the children to name other root vegetables that they could use to make *Root Soup*.



ROOTIE TOOT TOOT

Rootie-Toot, Rootie-Toot,
Let's make root soup.
Potatoes we will dice and put in water.
Onions and beets we will quarter.
Add carrots and a radish or two,
Our root soup will feed a whole crew!

Let Us Make Bread

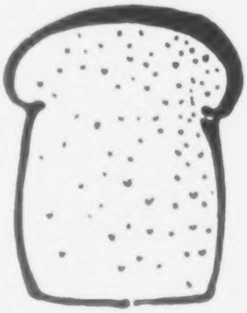
P

To Know and Learn

By singing and acting out *The Farmer Grows the Wheat* and making bread, children will begin to learn about the many community helpers who are involved in food growing, processing and selling.

Materials Needed

The Farmer Grows the Wheat song on page 6-30
Bread picture recipe on page 6-78—6-79
yeast
powdered milk
maple syrup
egg
flour
salt
butter
warm water
cutting board
bowl
baking pan
spoon
towel
oven



Directions

Describe the variety of people who are involved in the making of bread. Talk about the farmer, miller, baker, delivery person and grocery store personnel.

Sing and act out *The Farmer Grows the Wheat* on page 6-30. After the children know the song well, ask them to answer the following questions:

Does bread grow on trees?
Who helps give us bread to eat?
Who grows the wheat?
Who grinds the wheat into flour?
Who uses the flour and makes the bread?
Who takes the bread to the grocery stores?
Who sells the bread?
Who buys the bread?

Ask the children to help prepare bread. Refer to the picture recipe on pages 6-78—6-79.

- dissolve 1 tbsp. yeast in 1/2 cup warm water
- add 1 tbsp. maple syrup and 1/4 cup powdered milk and let stand 10 minutes
- add 1 egg and 1 cup flour* and beat 2 minutes
- add 1 tsp. salt, 2 tbsp. butter and 3/4 cup flour and knead (whole wheat flour can be used)
- let rise in oiled bowl until double (about 1/2 hour)
- punch down and knead
- shape
- brush with melted butter
- let rise 15 minutes
- bake at 400° for 20 minutes or golden brown
- cool

Let the children eat the bread and answer these questions:

Who made the bread?
Who else helps give us bread to eat?
Who else helps give us food to eat?

Whole wheat flour can also be made by grinding wheat berries in a blender or food processor.

This lesson could also be expanded to help children learn about the variety of breads eaten by different cultures. Several bread recipes from other cultures can be found in Unit 1. Other breads, such as pita bread, Irish soda bread, Navajo fry bread and rice cakes could also be examined.

The following books can be used with this activity:

Pancakes, Pancakes (E. Carle, Knopf, New York, 1970).

Walter The Baker (E. Carle, Knopf, New York, 1972).

The Little Red Hen (P. Galdone, Scholastic Book Service, New York, 1973).

In The Night Kitchen (M. Sendak, Harper and Row, New York, 1970).

Food For Thought

Ask the children to identify the community helpers that help provide us with food.

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THE FARMER GROWS THE WHEAT

(can Be sung to the tune of The Farmer in the Dell)

The farmer grows the wheat.
(pretend to dig, plant and cut plants)
The farmer grows the wheat.
Hi-ho the dairy-oh!
The farmer grows the wheat.

The miller grinds the flour.
(pretend to turn like windmill, grind flour)
The miller grinds the flour.
Hi-ho the dairy-oh!
The miller grinds the flour.

The baker makes the dough.
(pretend to mix, knead and cook bread)
The Baker makes the dough.
Hi-ho the dairy-oh!
The Baker makes the dough.

The truck goes to the store.
(Pretend to drive truck)
The truck goes to the store.
Hi-ho the dairy-oh!
The truck goes to the store.

The grocery sells the bread.
(pretend to fill the shelves with bread)
The grocery sells the bread.
Hi-ho the dairy-oh!
The grocery sells the bread.

The child eats the slice.
(pretend to buy and eat the bread)
The child eats the slice.
Hi-ho the dairy-oh!
The child eats the slice.

(Adapted from *Nutrition in a Changing World: A Curriculum for Preschool,* E. Marbach, M. Plass and L. Hsu, The Pennsylvania State University, University Park, Pennsylvania 16802, 1979).

Eating Corn

To Know and Learn

Children will learn that a farmer grows some of the food that is sold in the grocery store, By singing *Eating Corn*.

Materials Needed

Eating Corn song, see below

Directions

Sing the song to the children and have them repeat each line until they know it well.

After they have learned the song, ask them the following questions:

Where did the seed fall?

What sound did the seed make when it fell to the ground?

When the seed grew, where did it go?

What is the name of the seed?

Who grew the corn?

When did the farmer pick the corn?

Where did the farmer think the corn should be?

Where did the farmer take the corn?

How did the farmer get to the grocery store?

Where do we buy corn?

The following books can be used to further explore the concepts taught in this lesson:

How A Seed Grows (H. J. Jordan, Crowell, New York, 1960).

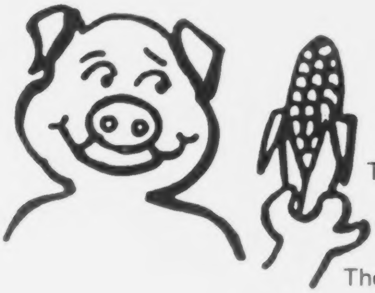
The Turnip (J. Domanska, MacMillan, New York, 1969).

Apples (N. Hogrogian, MacMillan, New York, 1972).

Different varieties of corn on the cob, canned corn and frozen corn can be shown to the children. The empty cans and packages can be placed in the housekeeping area of the classroom.

Food For Thought

Ask the children to identify the people who help give us corn to buy in the grocery store.



EATING CORN

(can be sung to the theme song
of the Beverly Hillbillies)

There was a little seed that feel to the ground
(point to the ground)
Although it fell far it didn't make a sound
(put fingers over mouth)
The first thing you know that seed began to grow
And up through the dirt came a stalk of corn
(stand up from kneeling position as if growing)

Eating corn that is . . .
big ears
cob of seeds

Well the next thing you know the farmer picks the corn
(pretend picking corn)
The best time to pick is early in the morn'
(pretend to be sleeping)
Said people's plates is where corn ought to be
So he loaded up the truck and drove to the grocery
(pretend driving a truck)

Store that is . . .
see my corn
buy my corn

Yum! I love corn!

Food Experience Chart

To Know and Learn

Children will learn about the many community helpers who help provide food by creating a *Food Experience Chart*.

Materials Needed

paper
pictures of food and community helpers (can be drawn or cut out of magazines)
glue or tape
crayons or felt tip markers

Directions

Describe the various community helpers who grow, gather or collect, process or sell food. Include persons such as the farmer, miller, baker, butcher, fisherman, delivery person and grocery, restaurant or cafeteria employees.

Have the children create a mural of food-related community helpers that they have met. Pictures for the mural can be drawn or cut out from magazines or make a diorama with clay models.

Glue or tape the pictures to the *Food Experience Chart*. The chart can be continually updated as children learn about other community helpers.

Ask the children to name the community helpers and describe how they help provide food. This part of the activity should be repeated several times.

The following learning kit (poster, pictures, record and study guide) can be used to further explore the concepts taught in this lesson:

Urban Panarama (National Dairy Council, 6300 North River Road, Rosemont, Illinois, 1976).

Food For Thought

Have the children name community helpers and how they help make food available.

Community Helpers Help Out

To Know and Learn

Children will learn about the many community helpers who help provide food by visiting a grocery store.

Materials Needed

permission slip
transportation
local grocery store

Directions

Plan a trip to a nearby grocery store. In order to be certain that trip will be educational and worth the extra efforts of planning and organization, you will need to do the following:

Contact the grocery store and receive permission to visit.

Obtain permission for the children to go on the trip and arrange for transportation to the site. Invite several parents to come on the field trip. They can help supervise the children and share in the learning process with their child.

Discuss the visit with the children before leaving the school.

Outline the major points of interest which the children should not miss.

Before going to the store, have the children look through magazines, seed catalogs or grocery store advertisements and find a picture of one thing that they might buy in a grocery store. Have them glue this picture to an index card. While at the grocery store, have them determine the person who takes care of the food in that grocery store (for example, meat-butcher, fruits and vegetables produce manager, etc.).

Provide the best educational experience at the grocery store. Point out to the children the variety of food available, the community helpers at the store, and the food buying process.

Return to school and discuss the highlights of the visit.

Ask them to describe:

- foods that were available.
- community helpers present at the grocery store.
- how the food was purchased or prepared.

Prepare an *Experience Chart* by using a flannel board. List all of the people who staff the store and the foods that they care for.

Trips can also be taken to a farm, dairy farm, butcher, cannery, bakery, cafeteria or restaurant. Ask the community helpers to describe how they help make food available to the children. Or, instead of a field trip, invite community helpers to visit your classroom. To make the most out of the visit, clarify your goals for the visit to the speaker and know what the speaker intends to do during classtime.

The following books can help children become more aware of community helpers, especially the baker:

Walter The Baker (E. Carle, Knopf, New York, 1972).

The Little Wooden Farmer (A. Salglieser, MacMillan, New York, 1930).

The Fisherman's Day (M. Schlein, A. Whitman and Company, Chicago, 1959).

Let's Go Over To The Bakery (N. Buchheimer, G. E. Putnam and Sons, New York, 1956).

The Farmer And His Cows (L. Floethe, Scribner's, New York, 1957).

Food For Thought

Have the children act out a trip to the grocery store. Have them describe the variety of foods available, presence of community helpers, and the way food is purchased or prepared.

Who Will Buy

To Know and Learn

Children will be able to identify food-related community helpers and their activities by singing and discussing the song *Who Will Buy*.

Materials Needed

Who Will Buy song, see below
food picture cards (optional, pictures from other lessons can be used)

Directions

Describe the many food-related community helpers and the activities they perform.

Sing *Who Will Buy*, see below. Have the children repeat each line until they know it well.

After they have practiced singing the song ask them to answer the following questions:

Who grows oranges?
Where do oranges grow?
Who sells oranges?
Where are oranges sold?
Who buys oranges?
Where do people buy oranges?
Where do we eat oranges?

Additional foods can be inserted into the song, such as pumpkins, apricots, milk, bread or pork chops.

The following books may be useful as the concepts of this lesson are taught:

More Potatoes (M. Selsam, Harper and Row, New York, 1972).

I Want To Be A Store Keeper (C. Green, Children's Press, 1958).

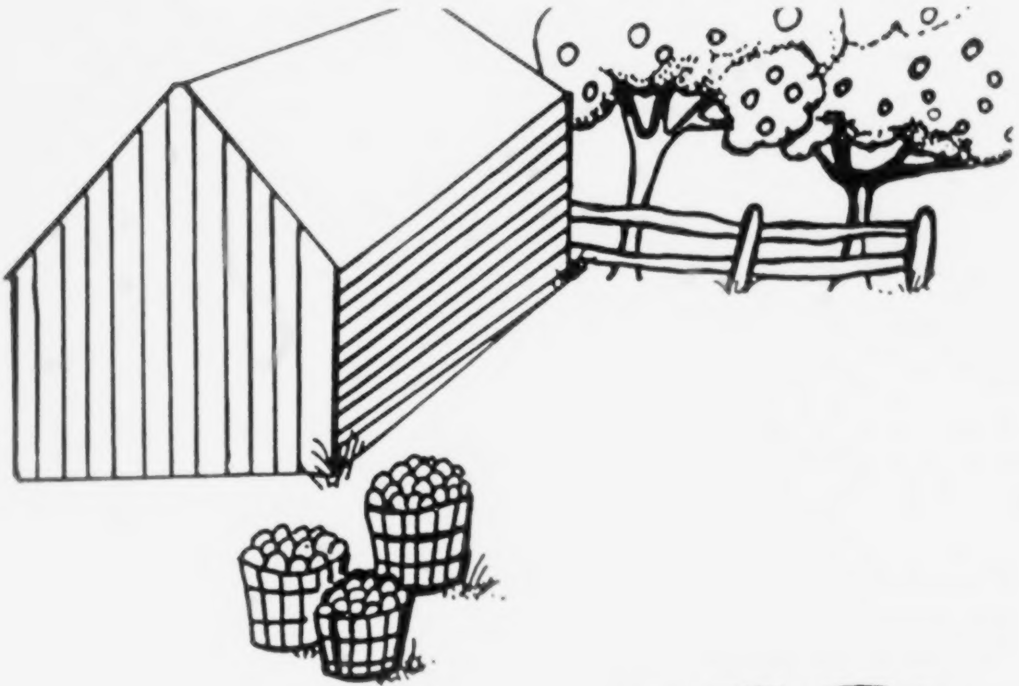
Food For Thought

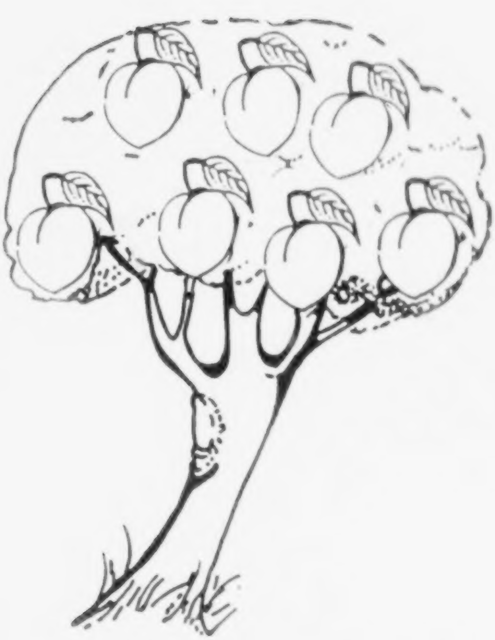
Ask the children to name as many food-related community helpers as they can remember.

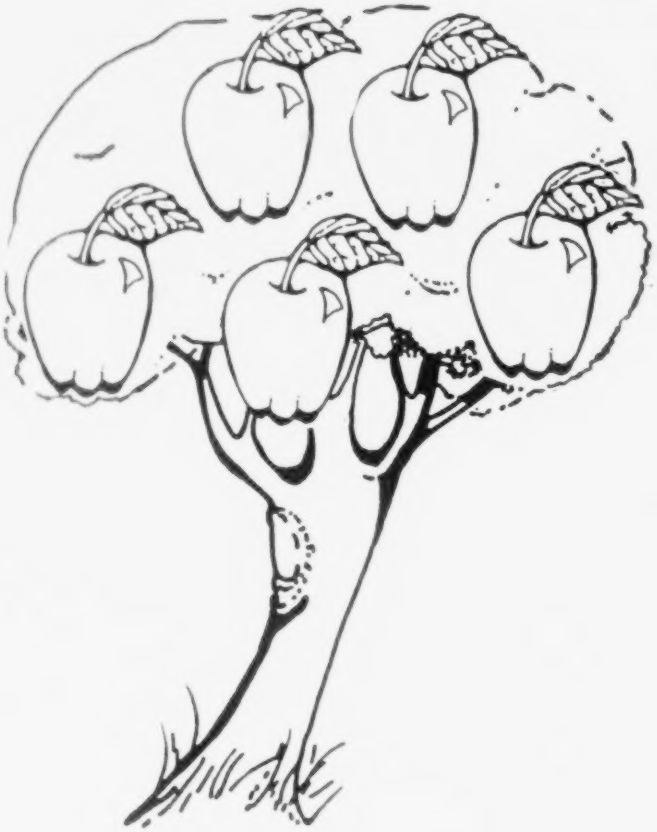
WHO WILL BUY
(can be sung to the tune of
"Who Will Buy This Beautiful Morning?")

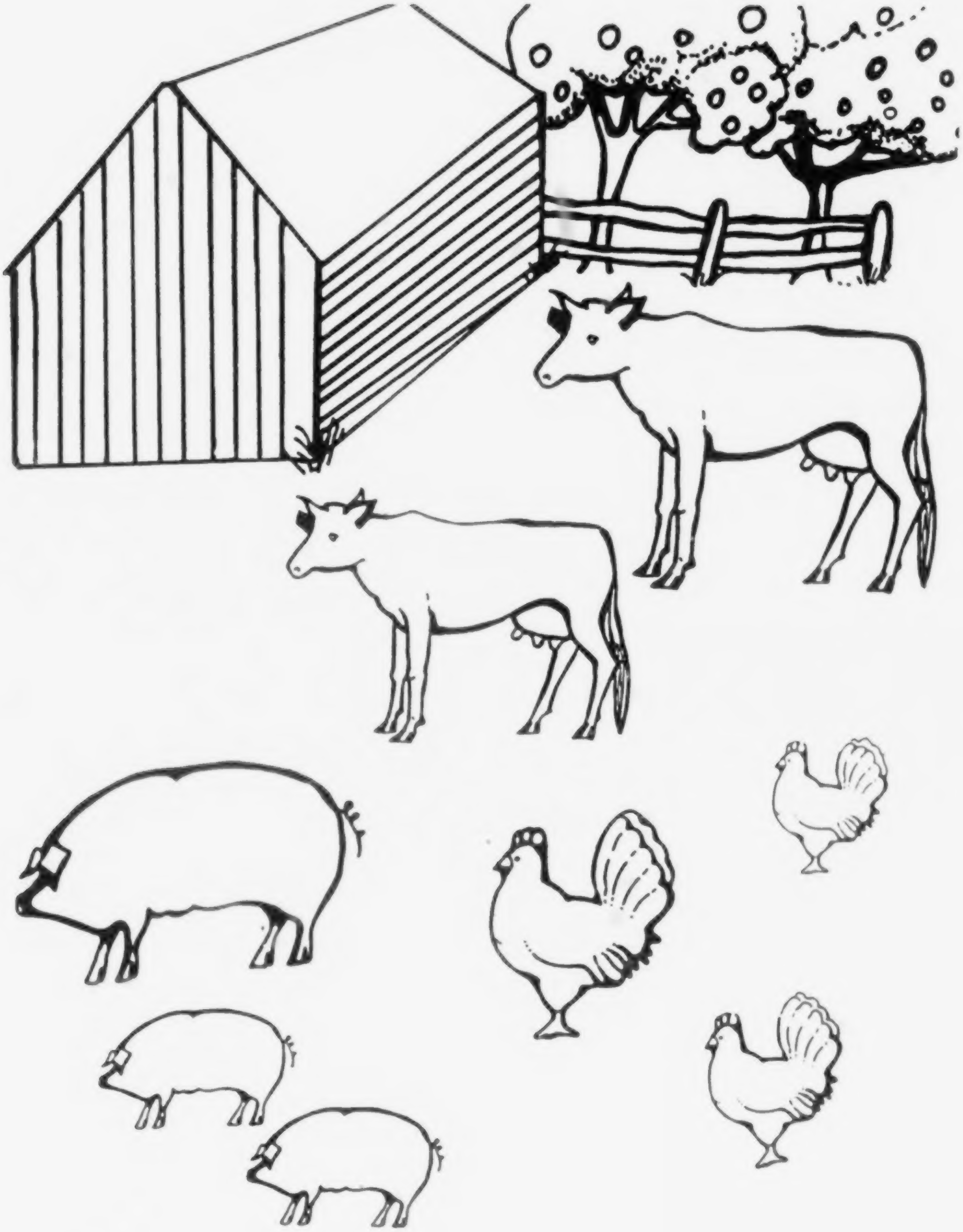
Who will grow this beautiful orange?
Who will sell the orange to me?
Who will buy this wonderful fruit?
And put it in my lunch for me?

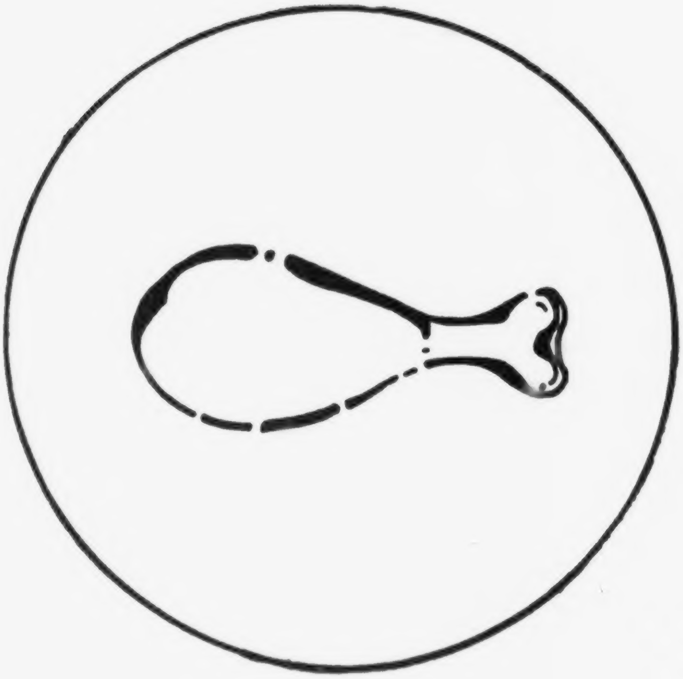
☆

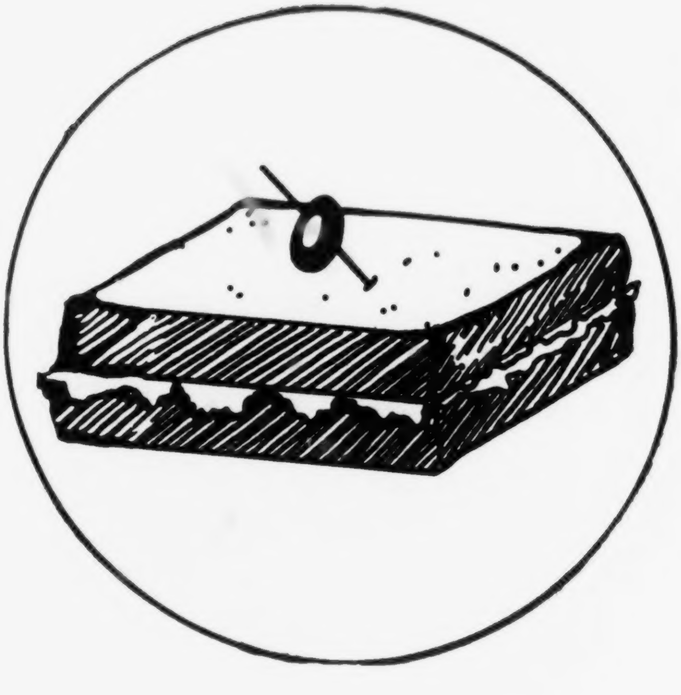


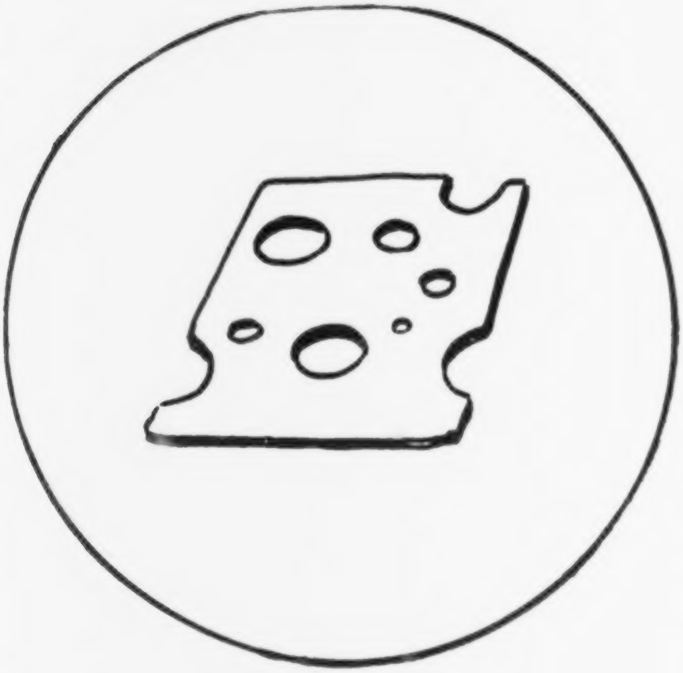


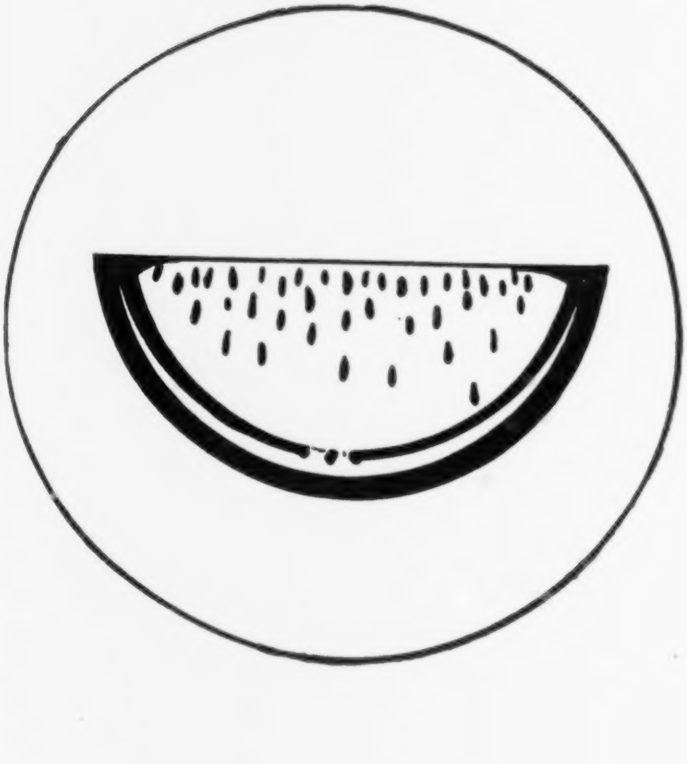


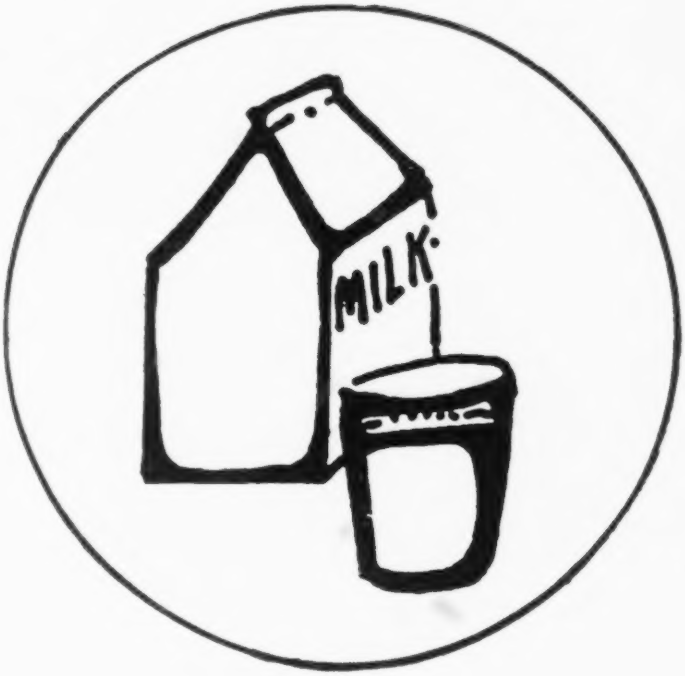




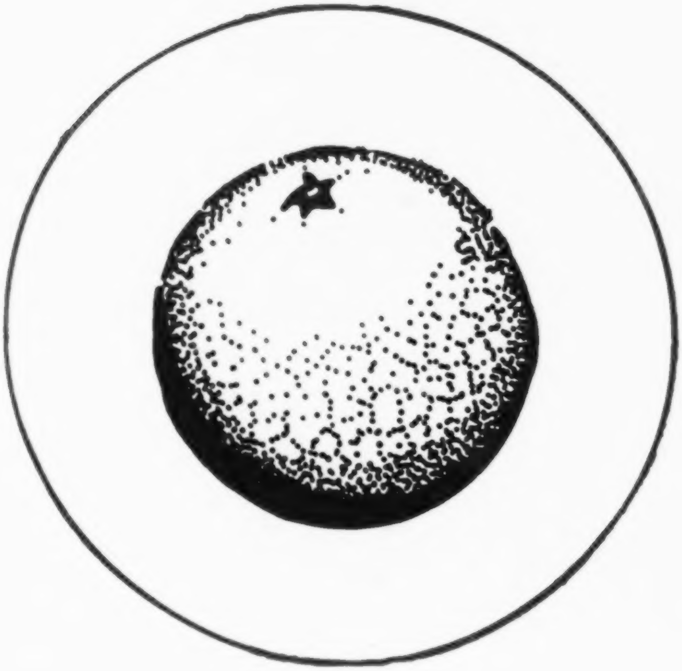


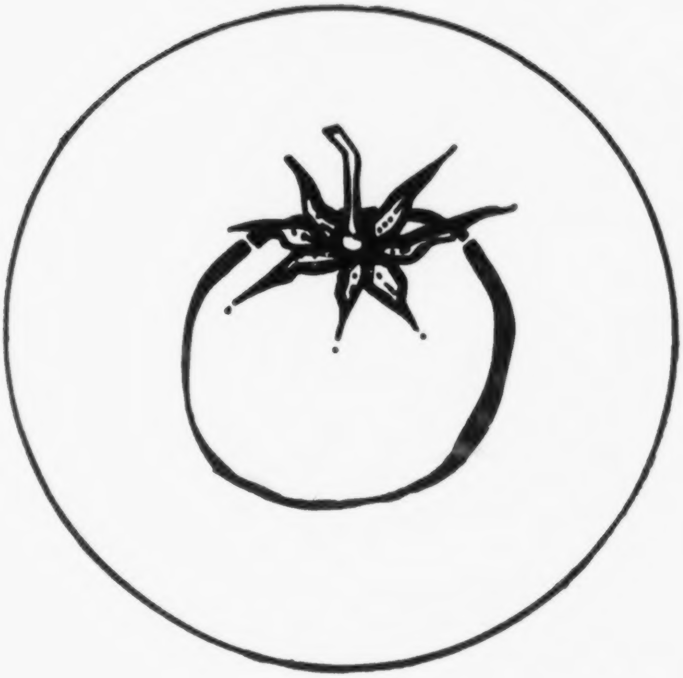


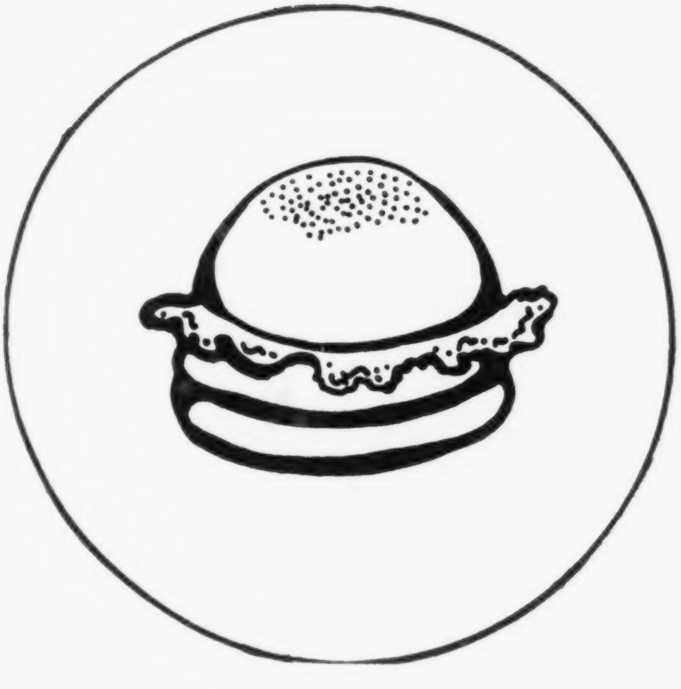


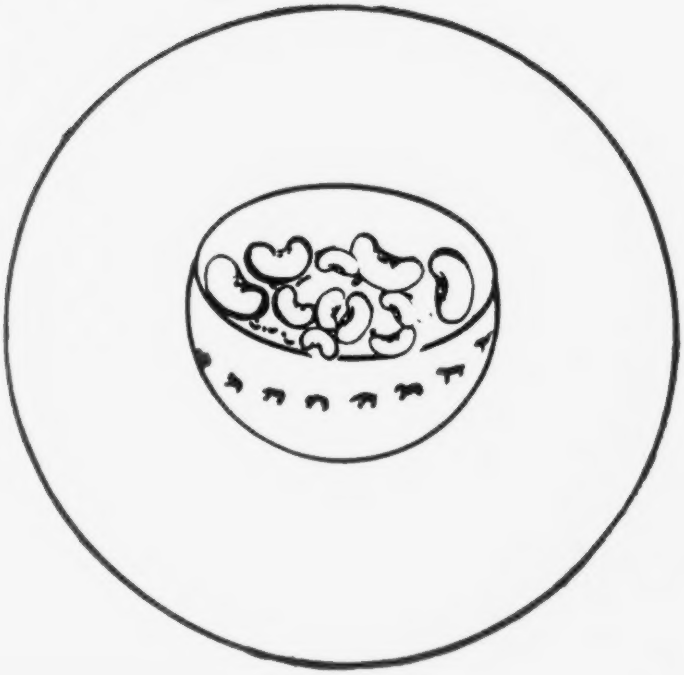


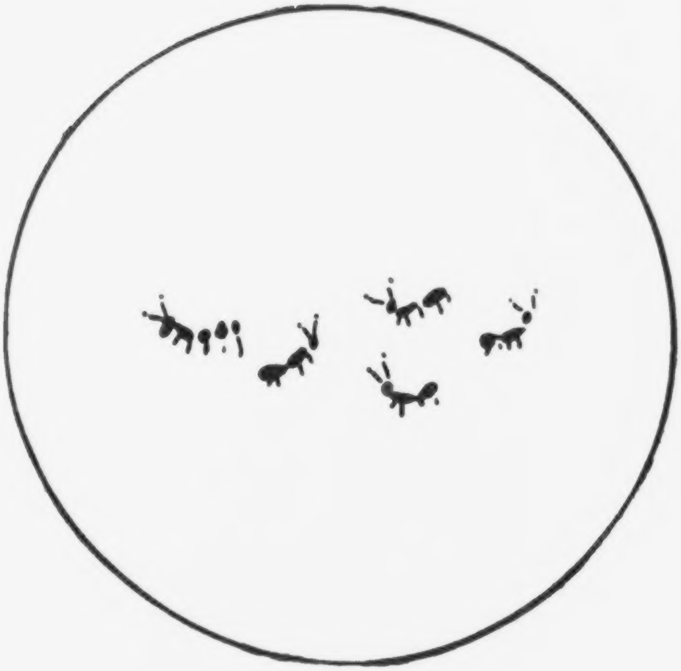
MILK

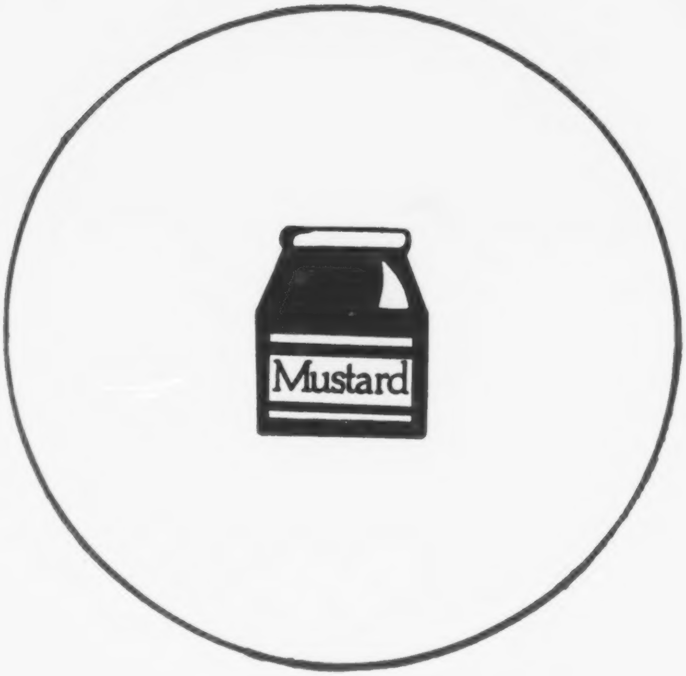


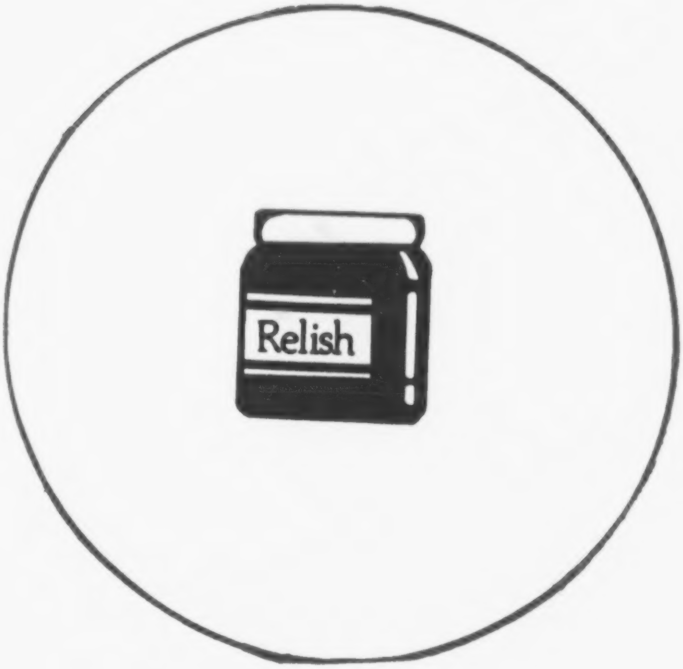


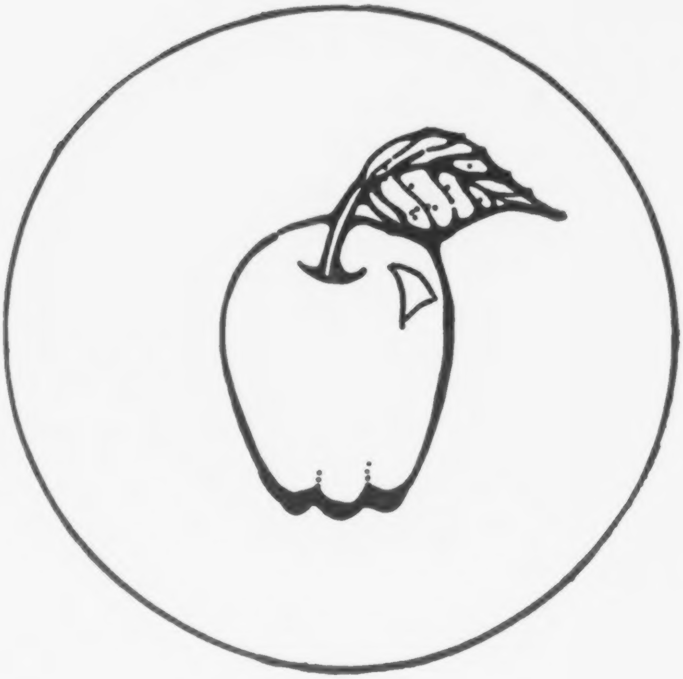


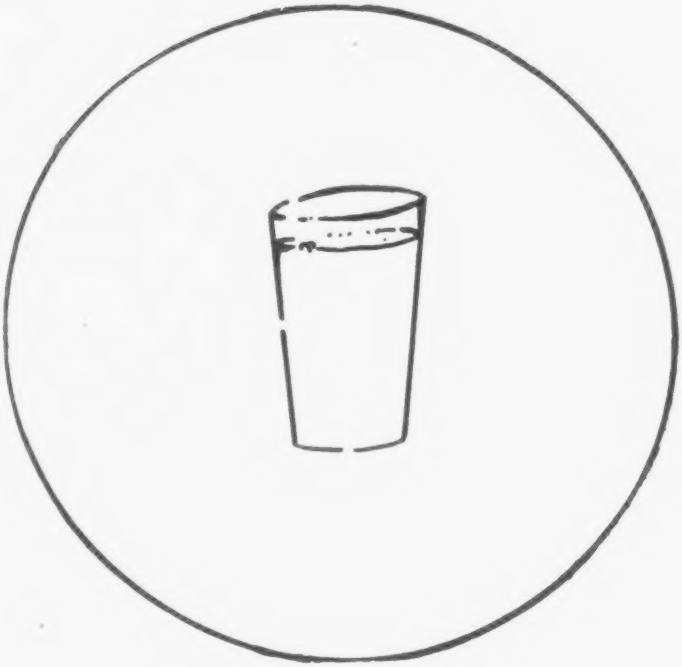


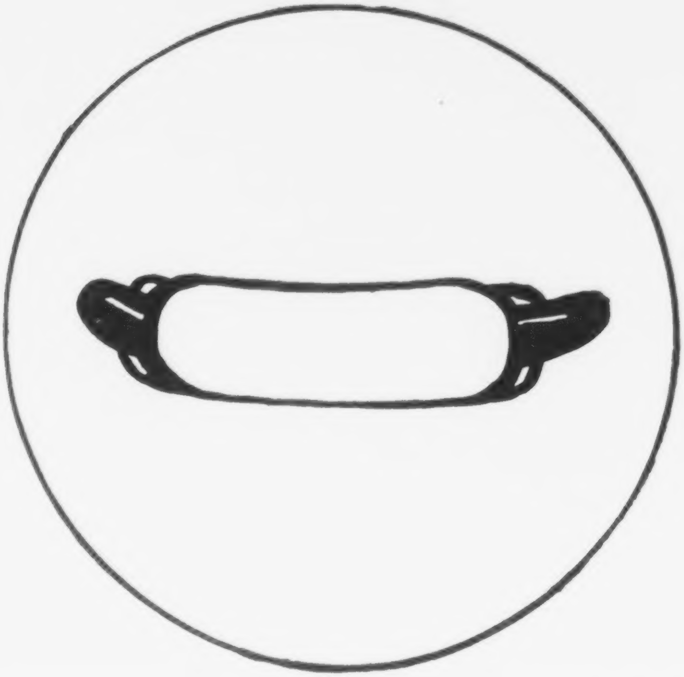


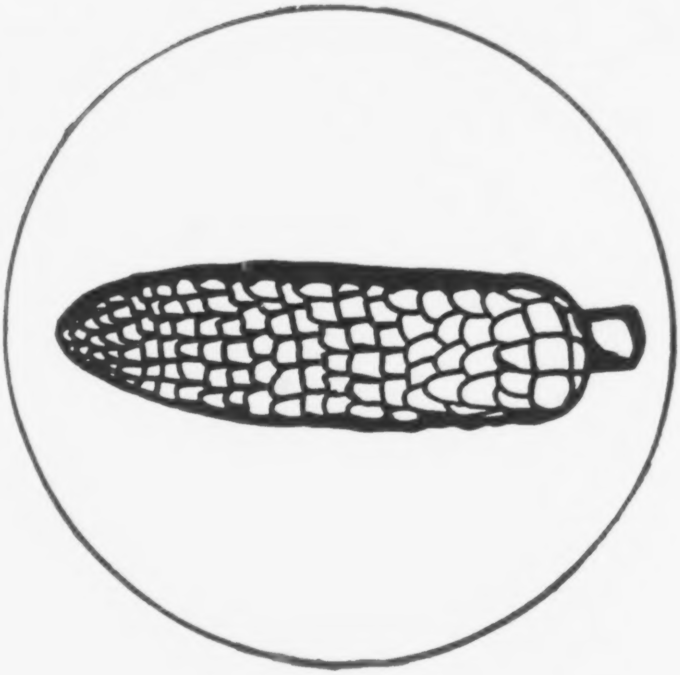

Mustard

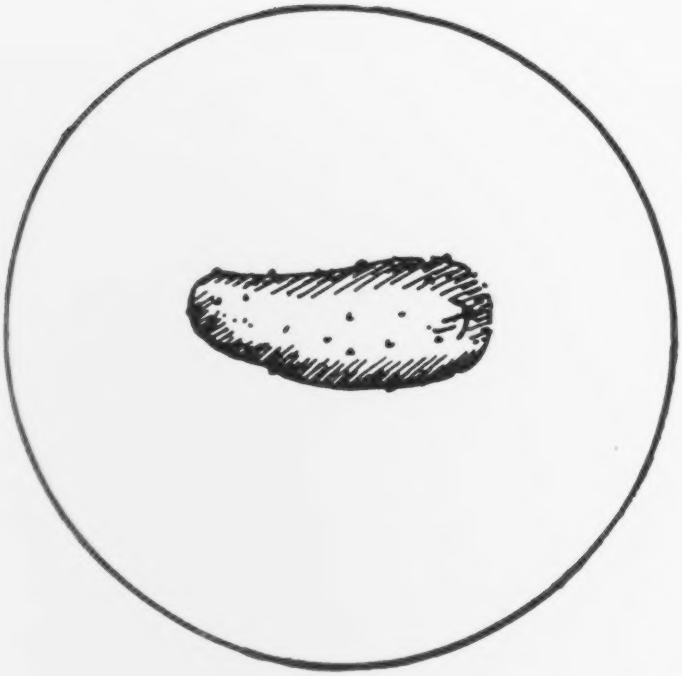

Relish

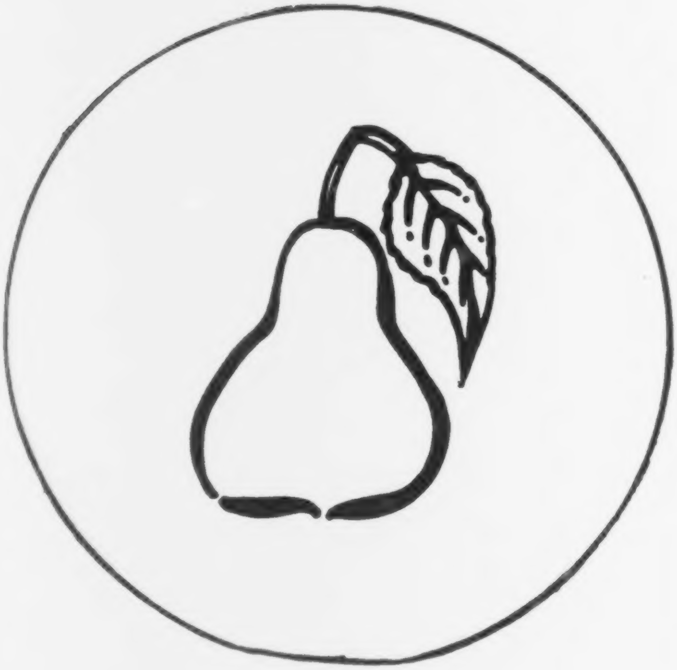


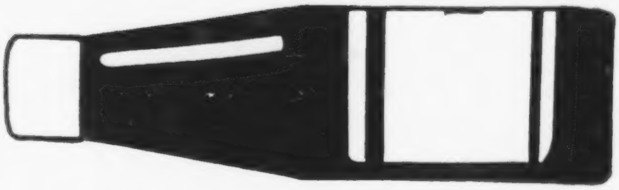


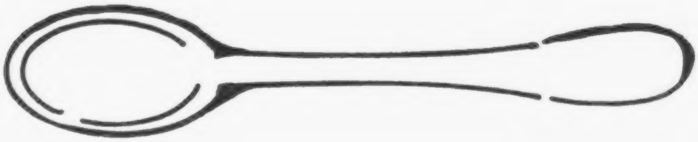


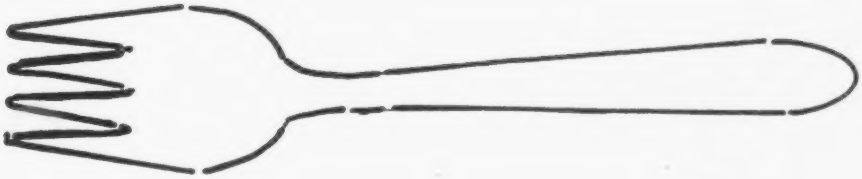




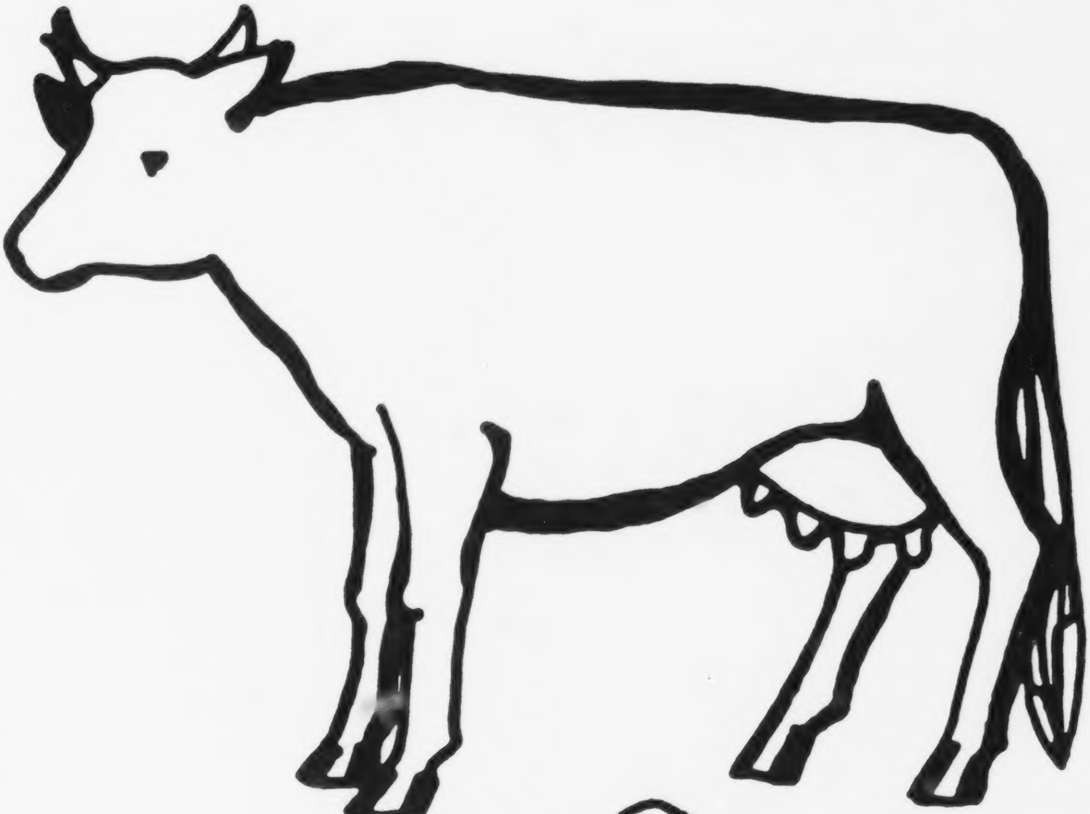


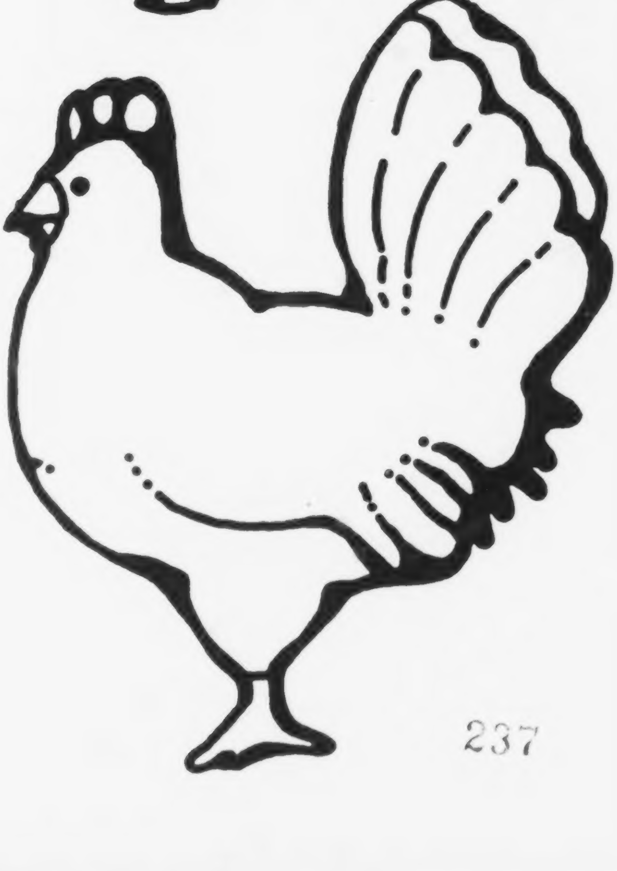


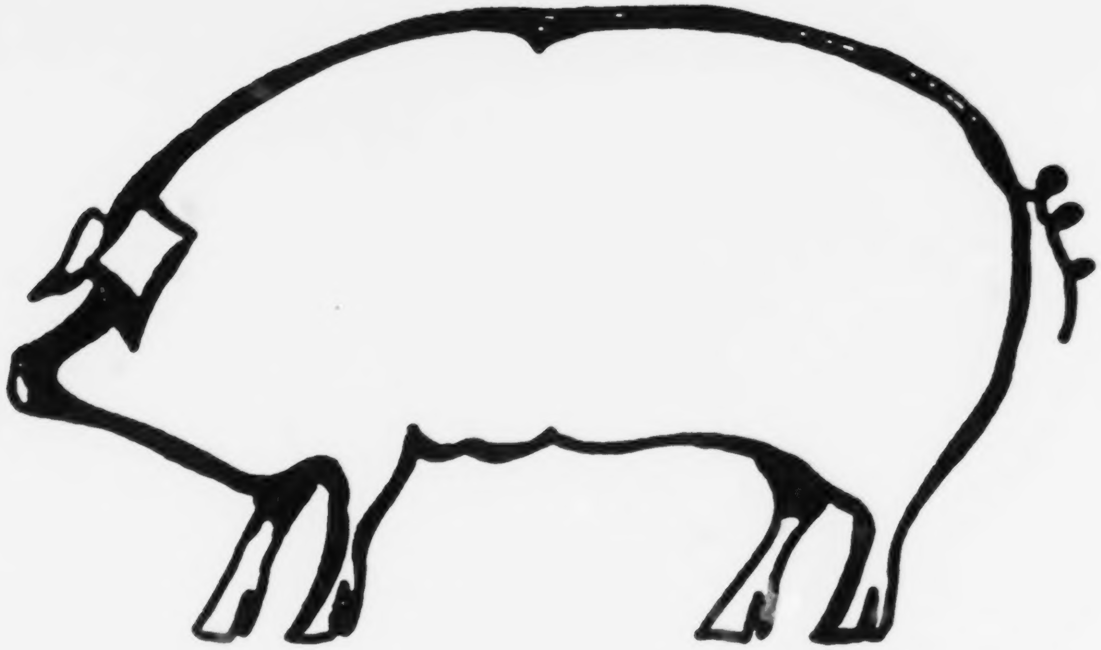


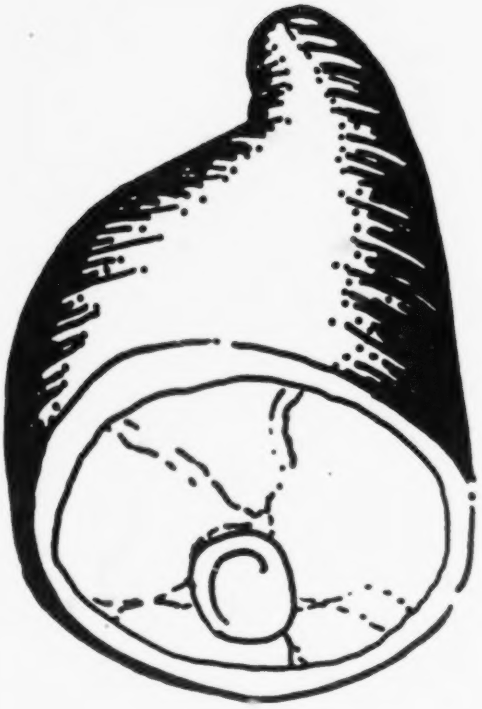


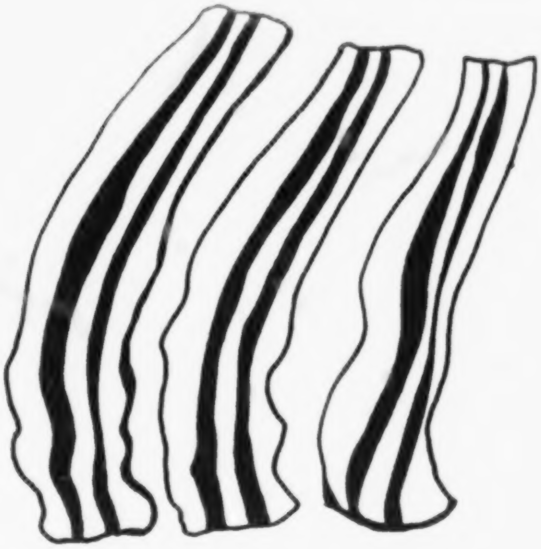
PUPPET PATTERNS

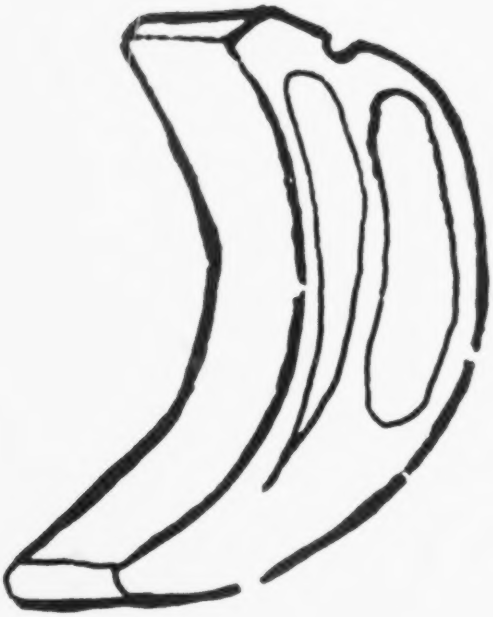


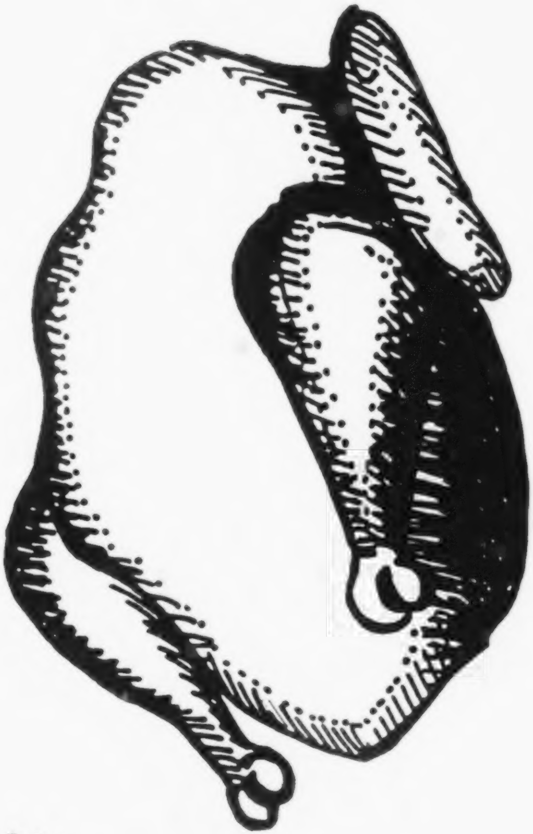


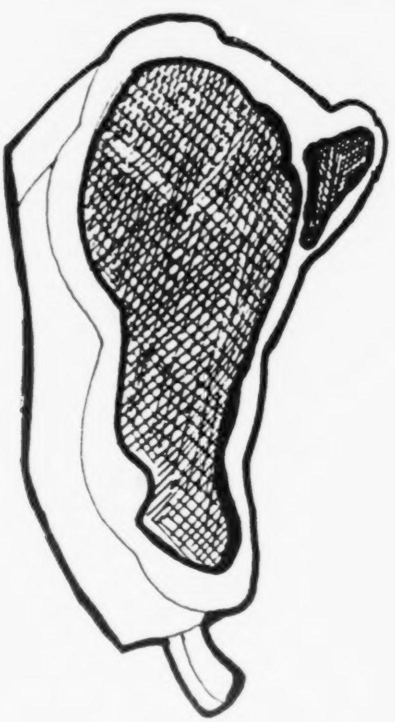


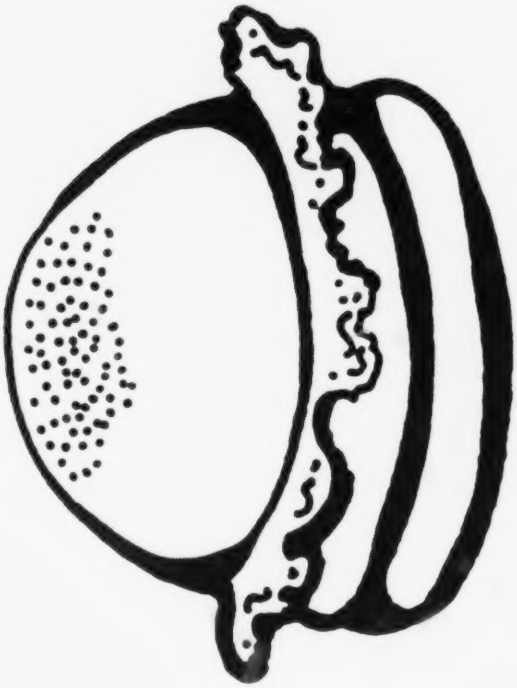


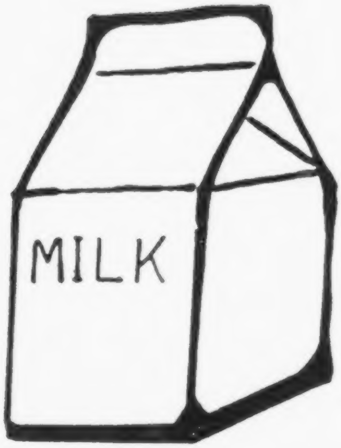








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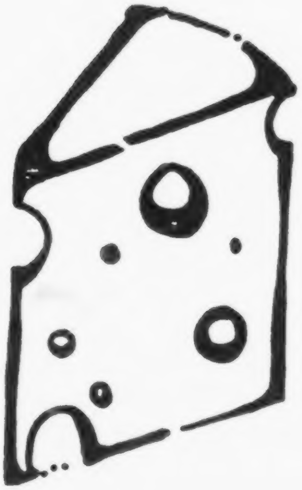
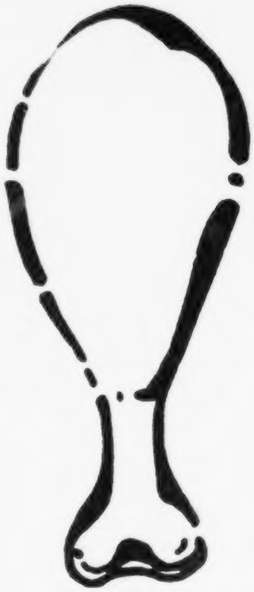
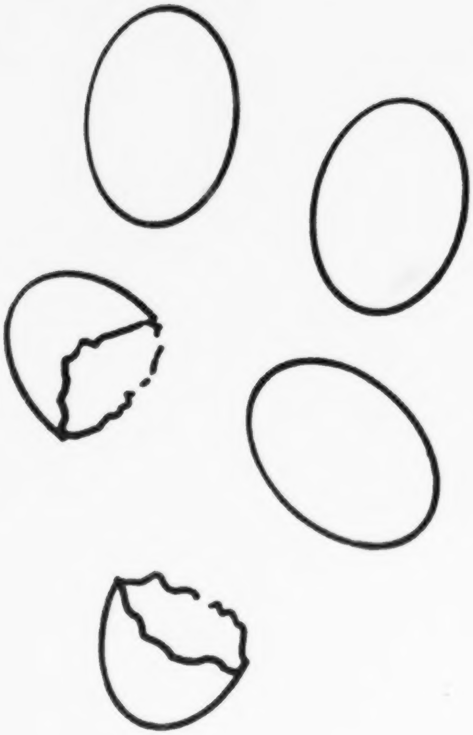
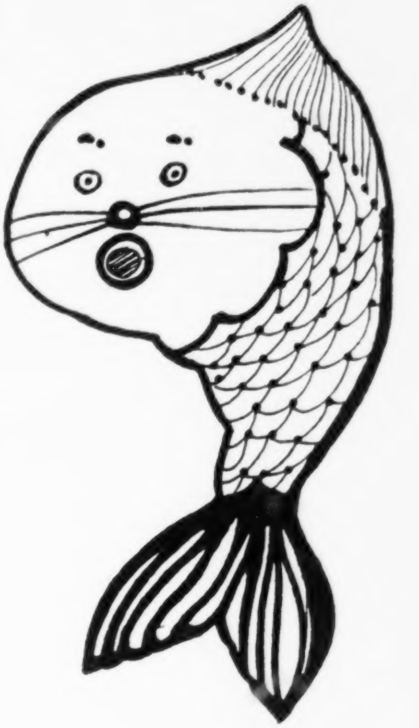
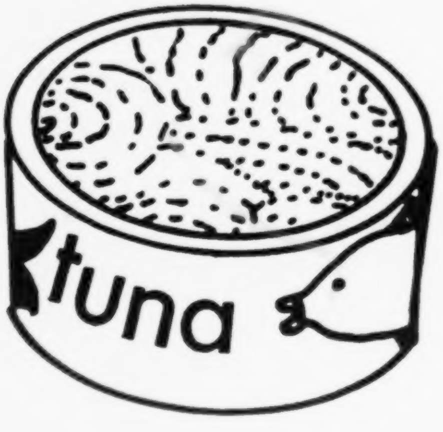
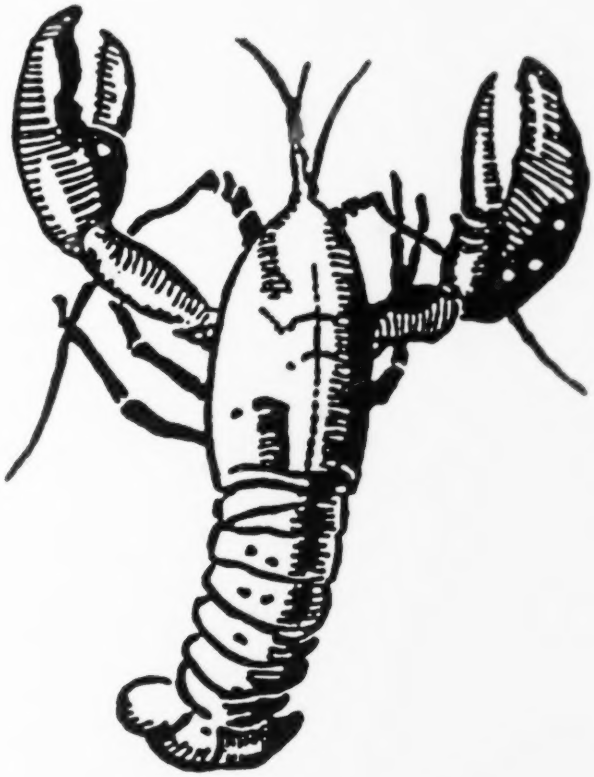


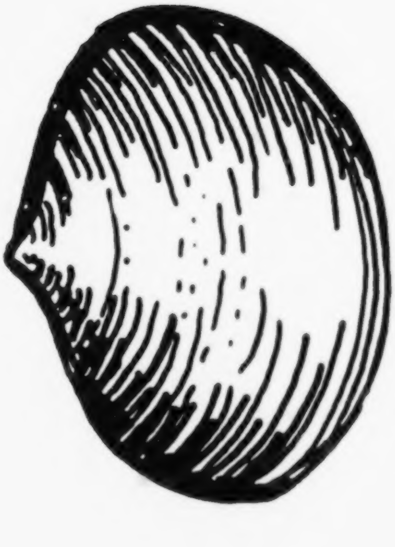


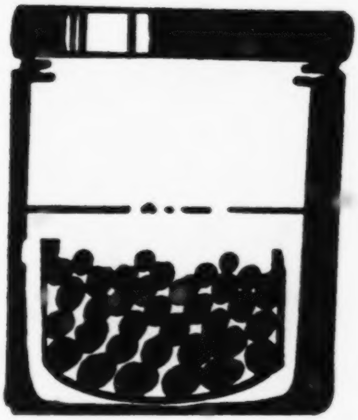


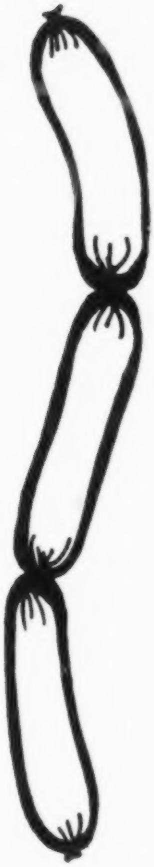


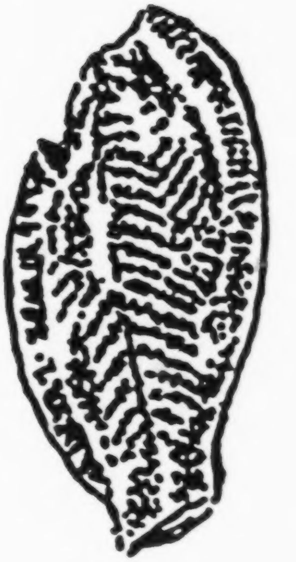

tuna

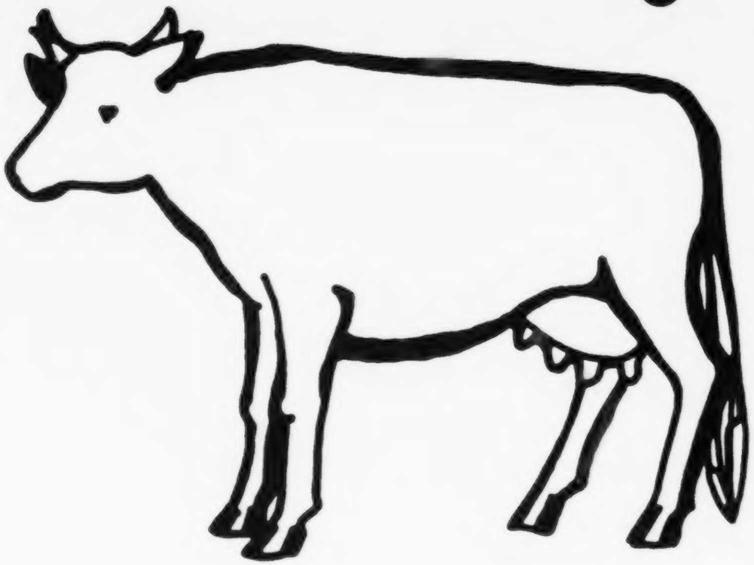


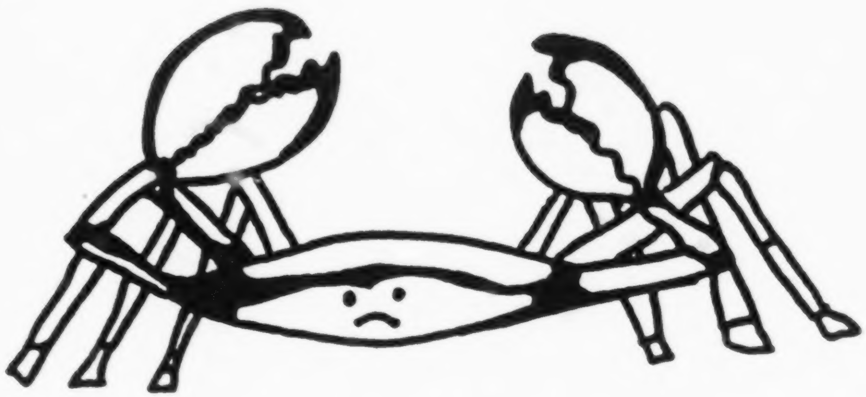


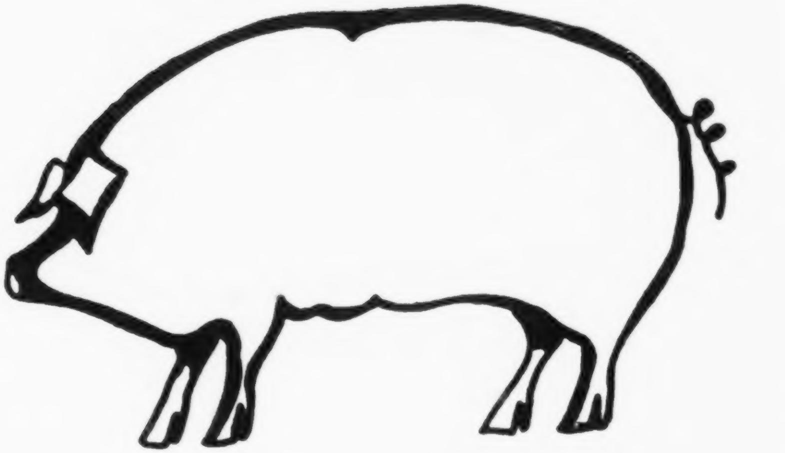






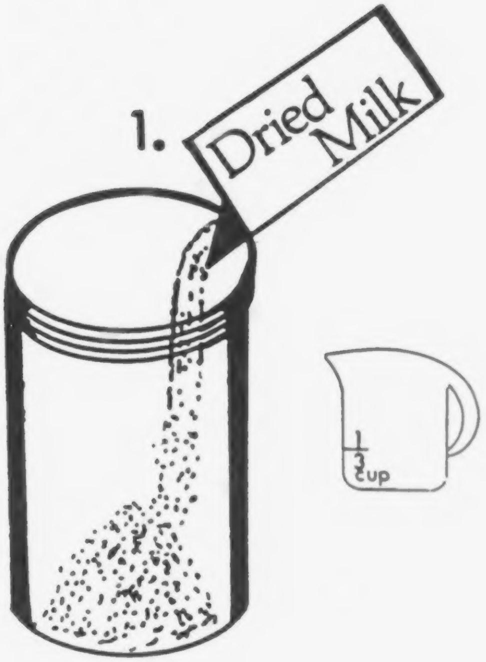




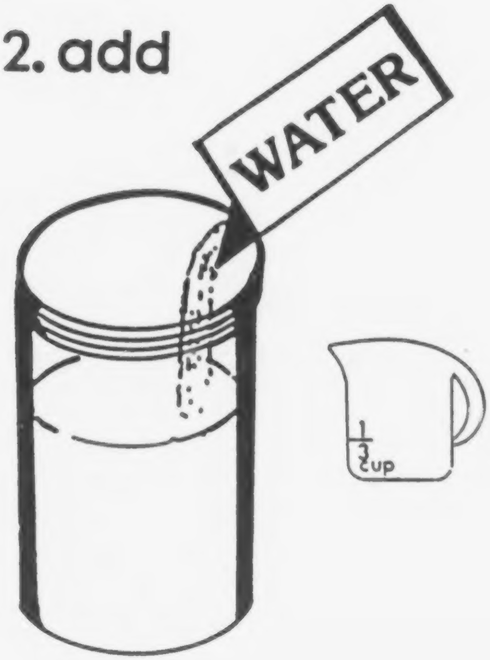


ORANGE MILK SHAKE

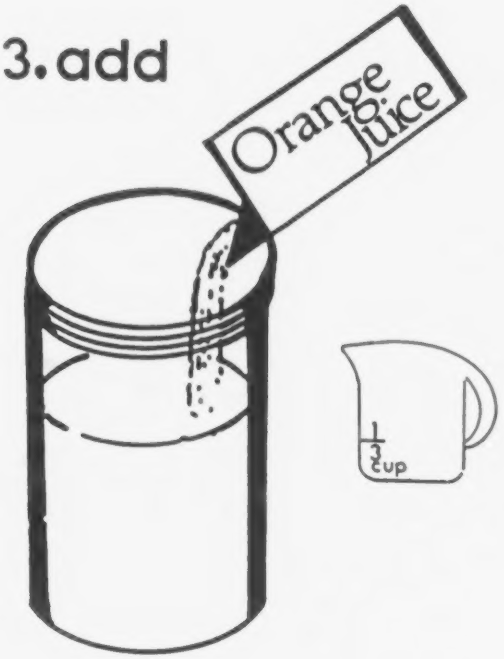
1.


Dried Milk
1/3 cup

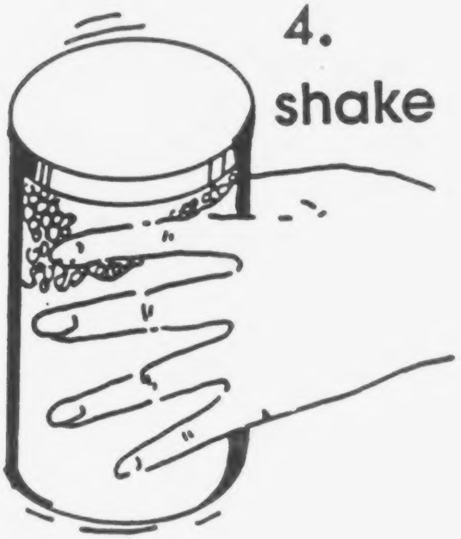
2. add


WATER
1/3 cup

3. add

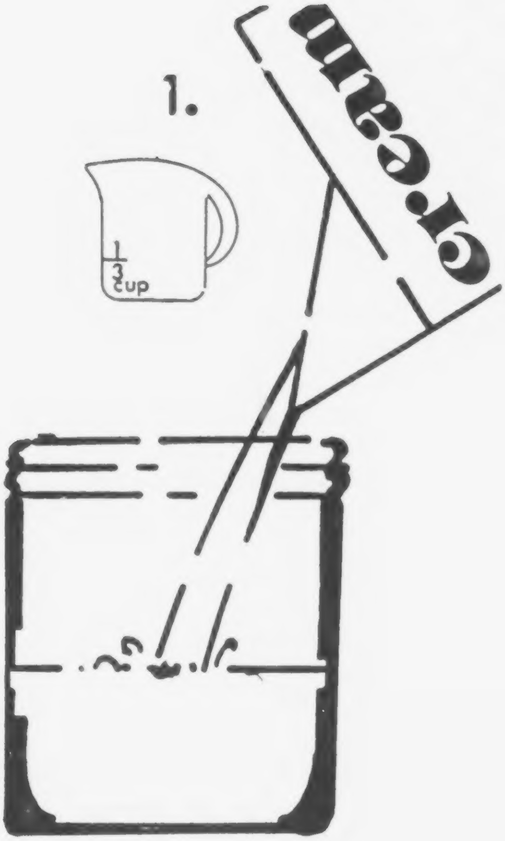

Orange Juice
1/3 cup

4. shake

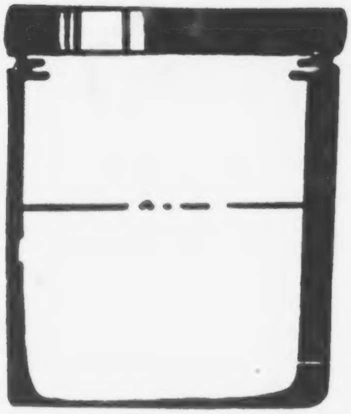


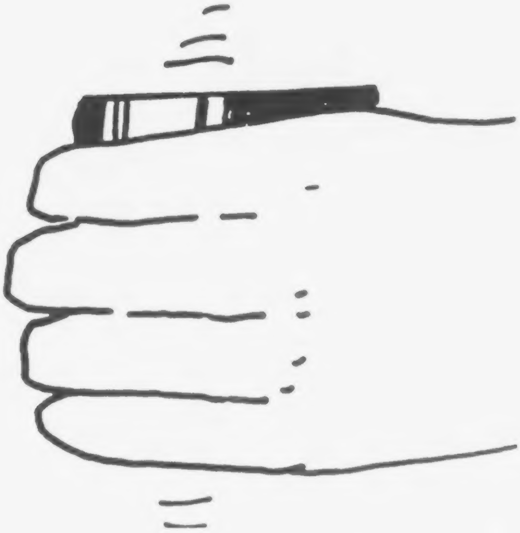
BUTTER

1.

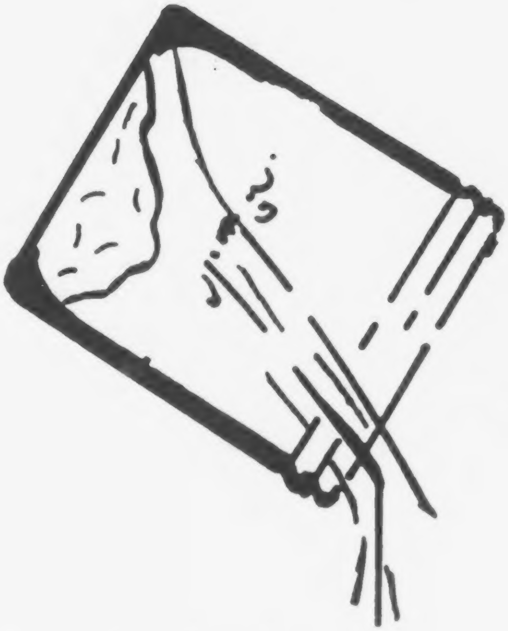

cream
1/3 cup

2. put lid on jar





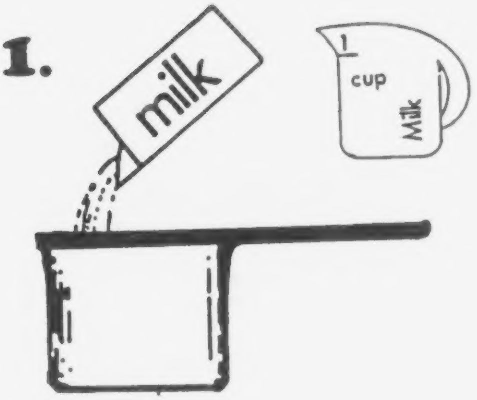
3. shake



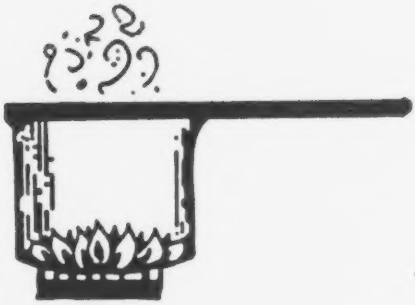
4. drain

COTTAGE CHEESE

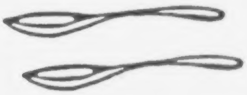
1.


milk
1
cup
Milk

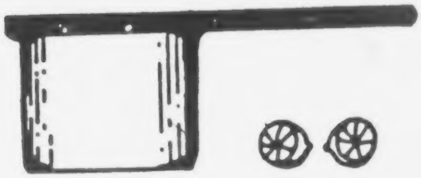
2. heat



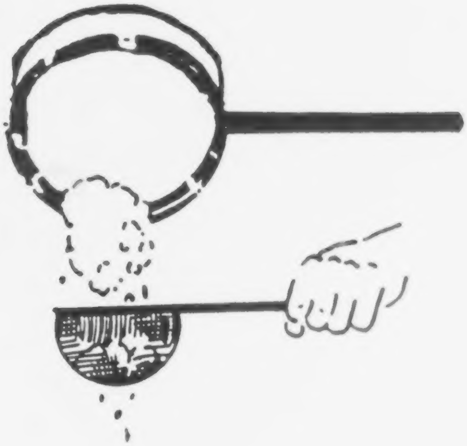
3. add 2 Tbsp.



lemon juice



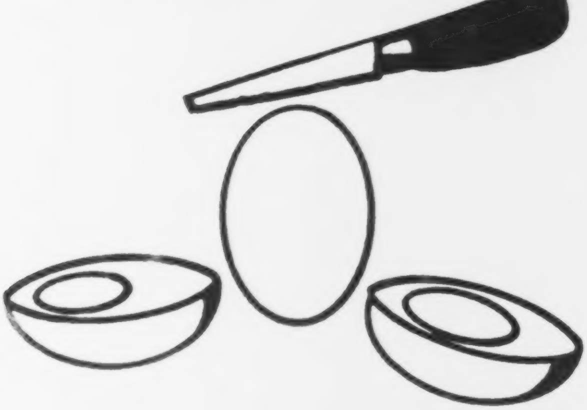
4. strain



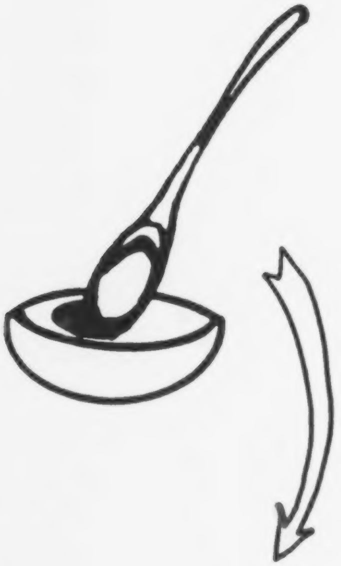
5.
eat!

EGG BOATS

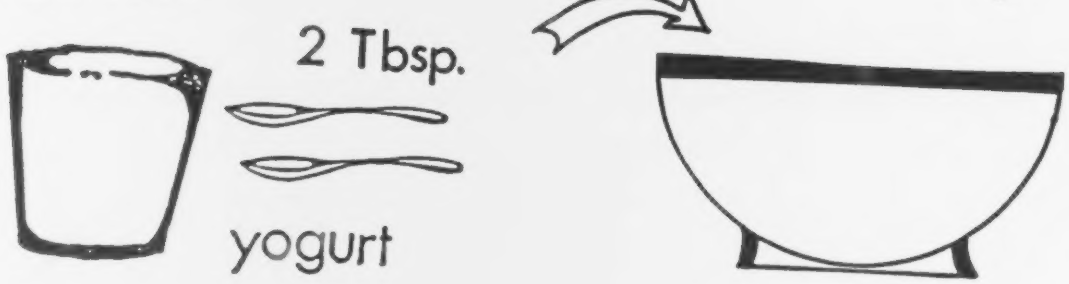
1. cut



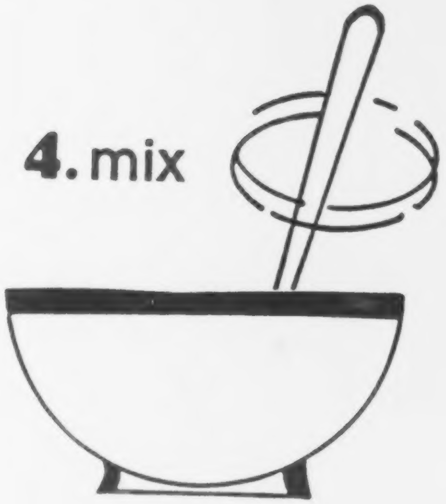
2. scoop out yolk



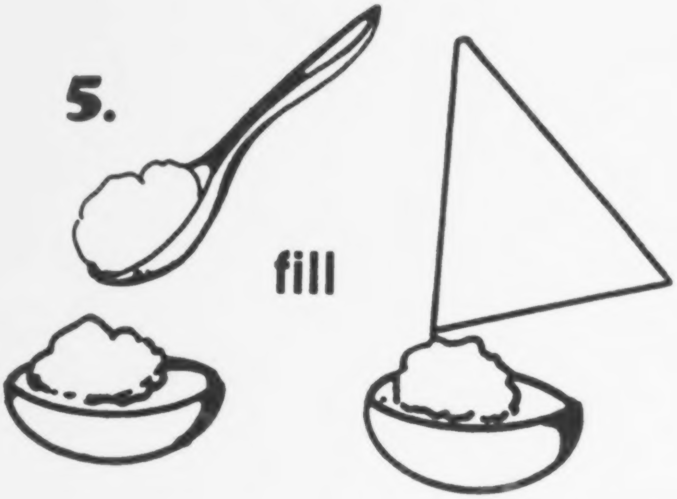
3. add

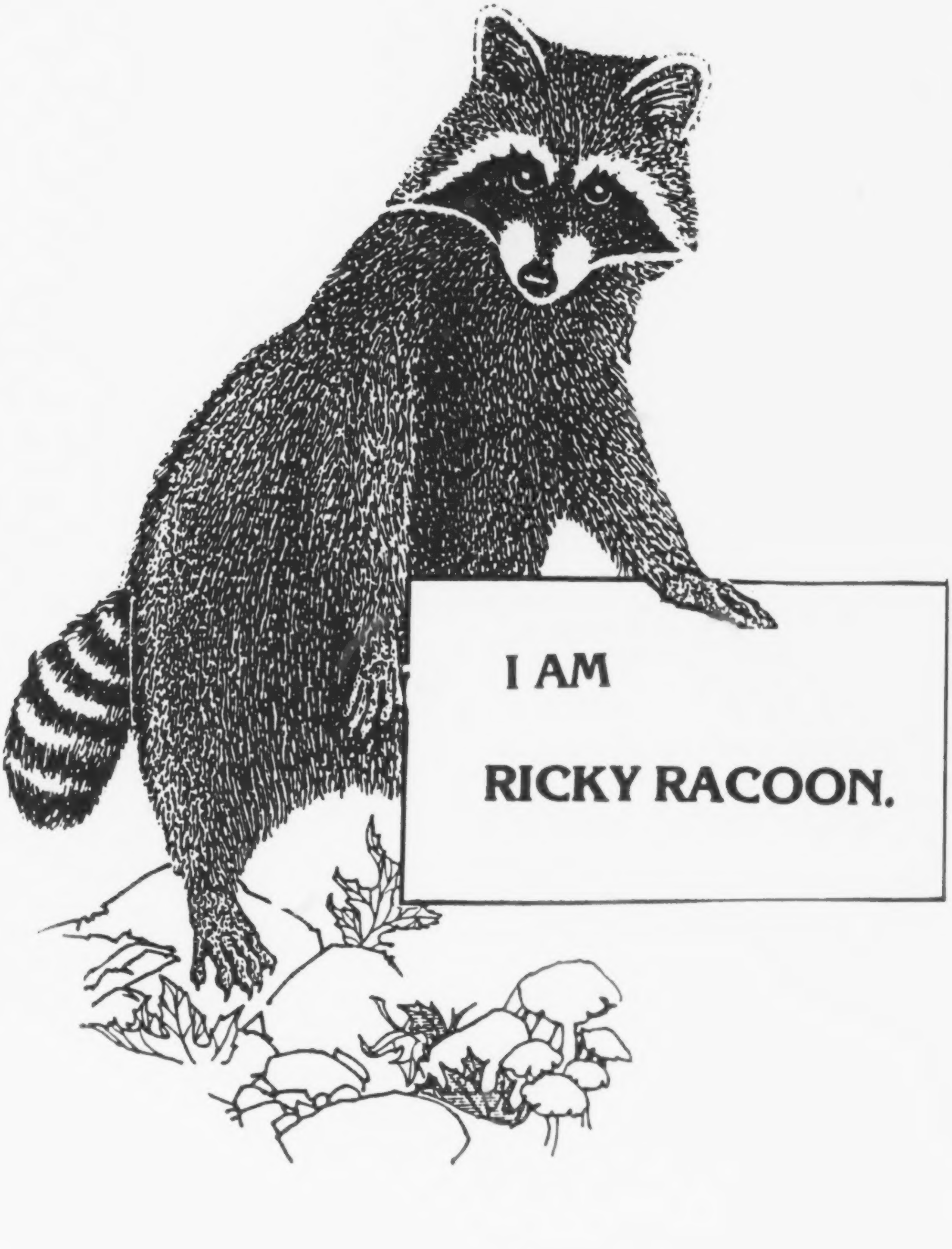

2 Tbsp.
yogurt

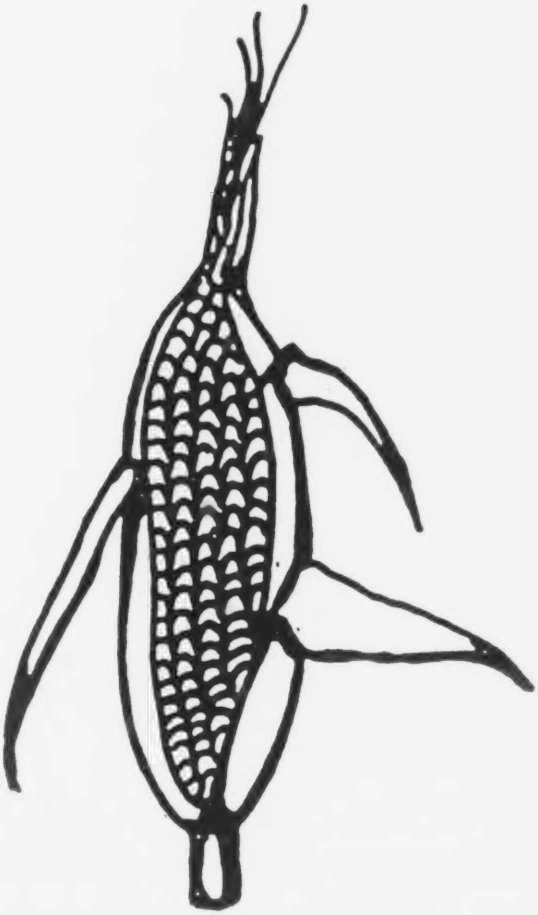
4. mix

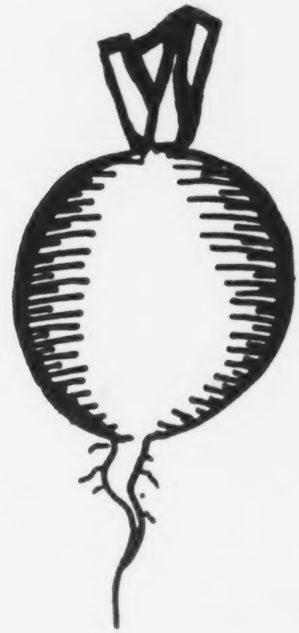


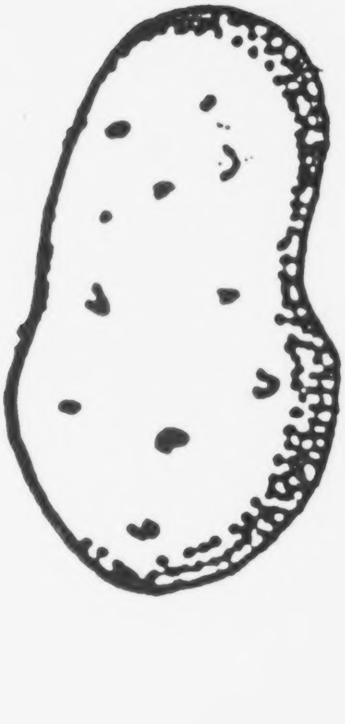
5.

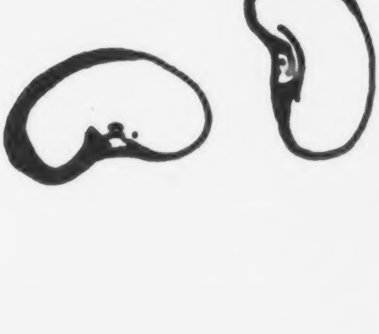


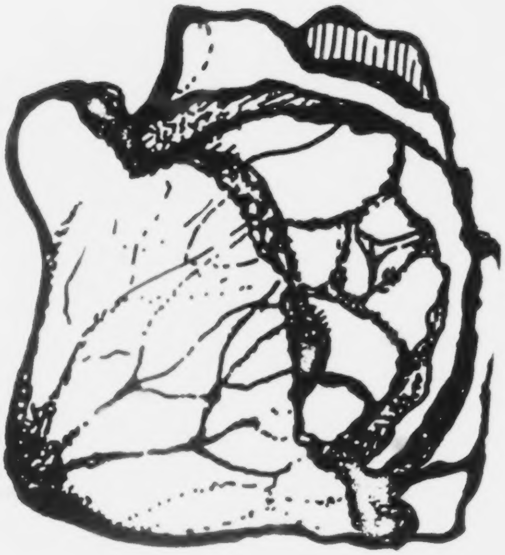

I AM
RICKY RACOON.

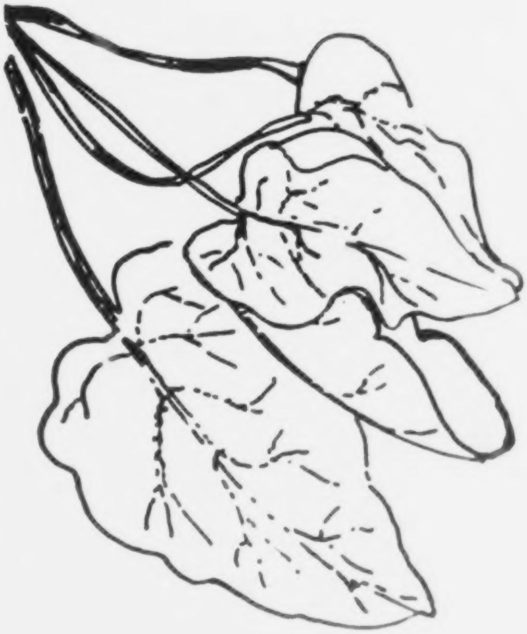


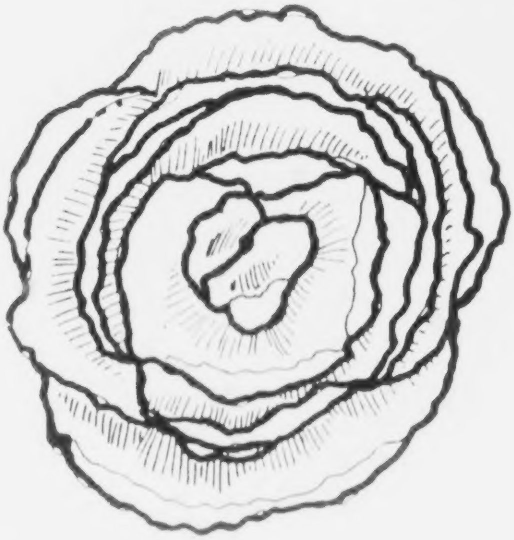


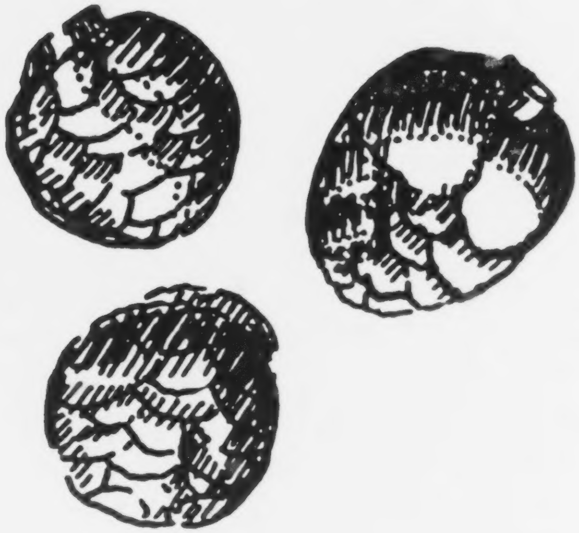


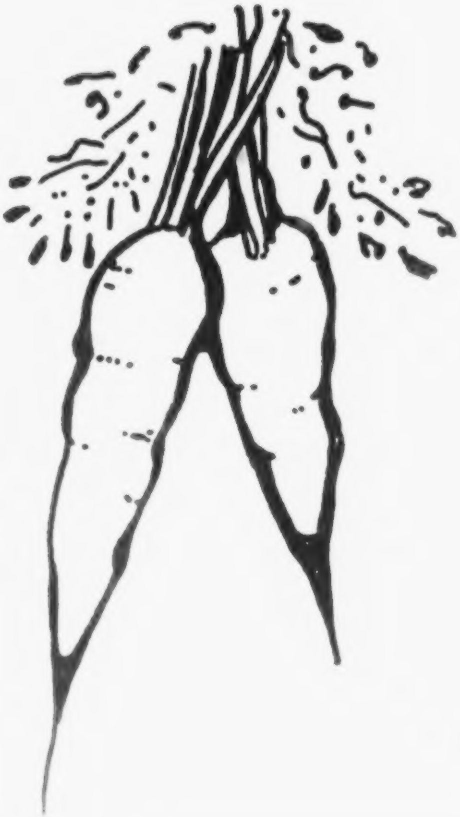


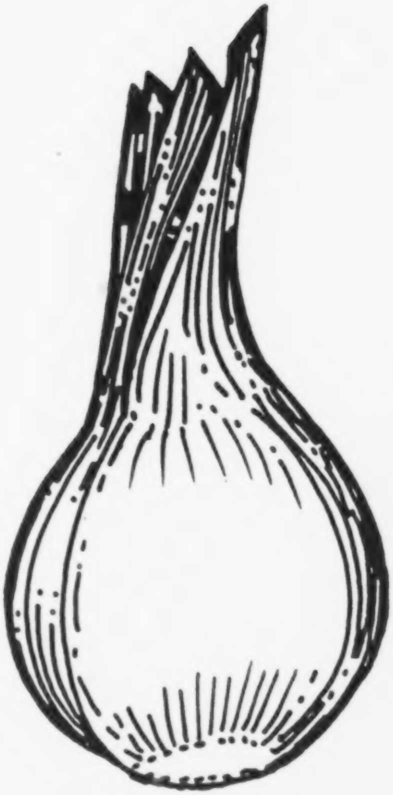


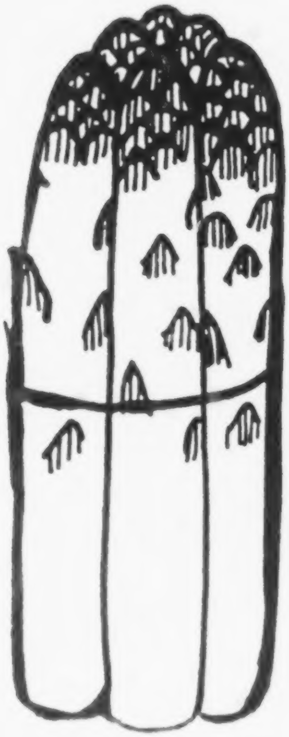


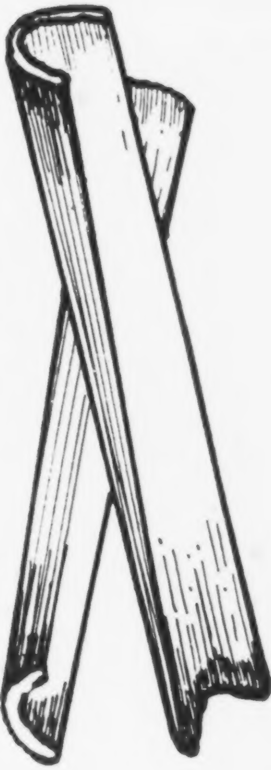












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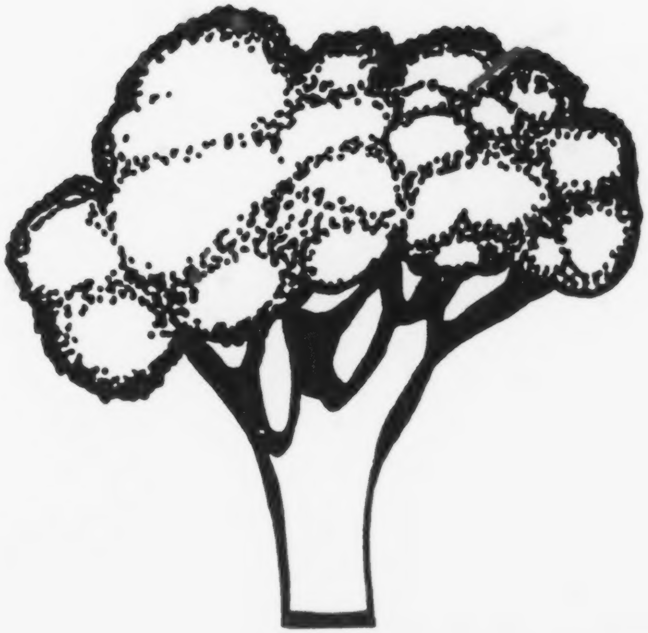
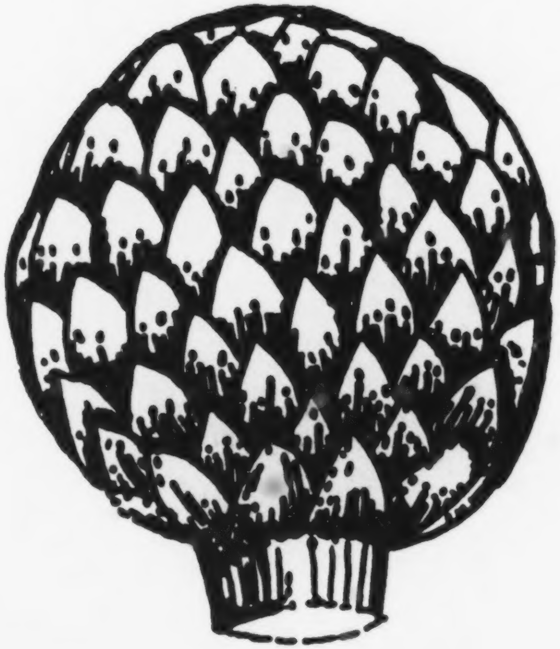
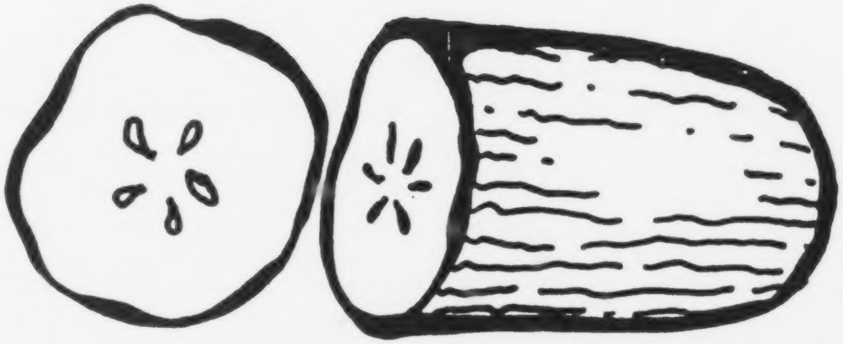
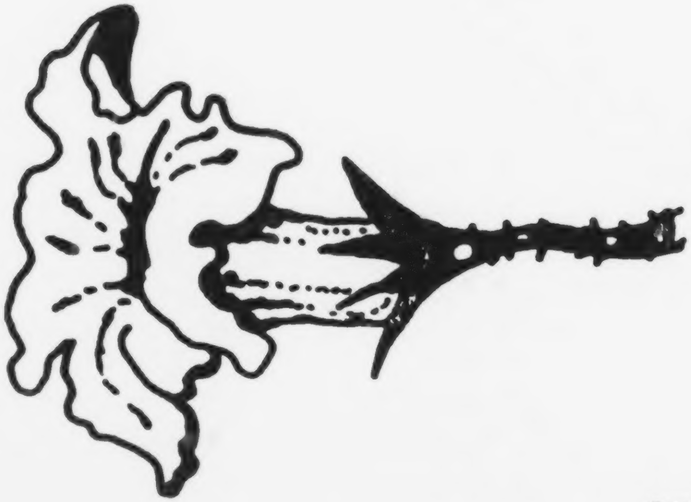
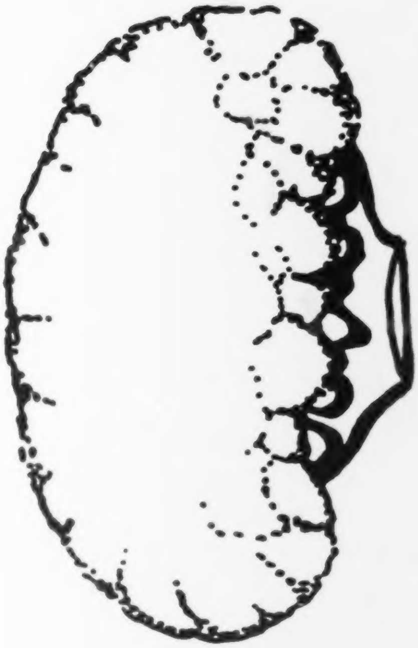
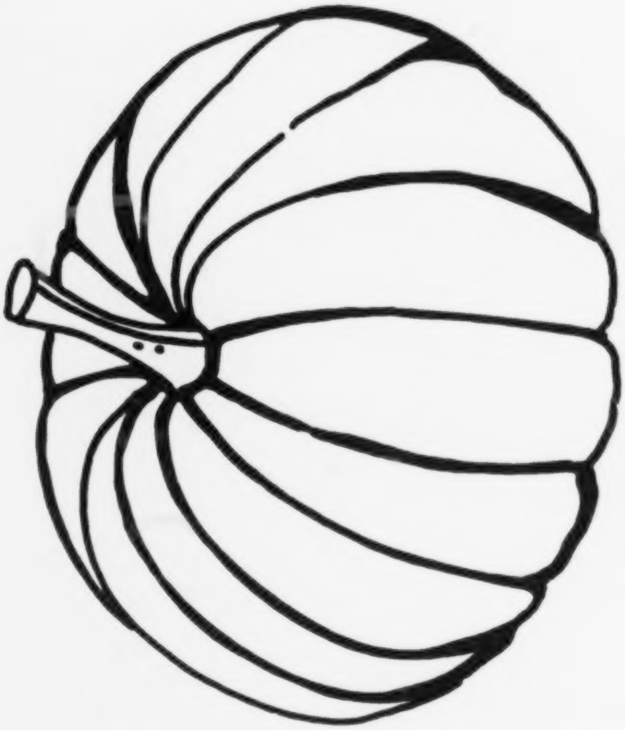


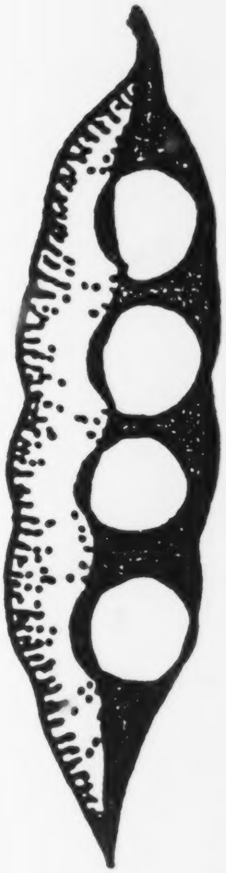


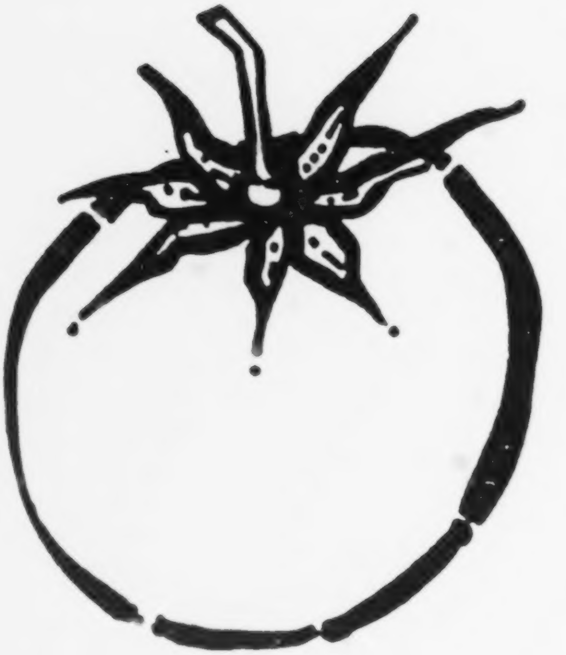


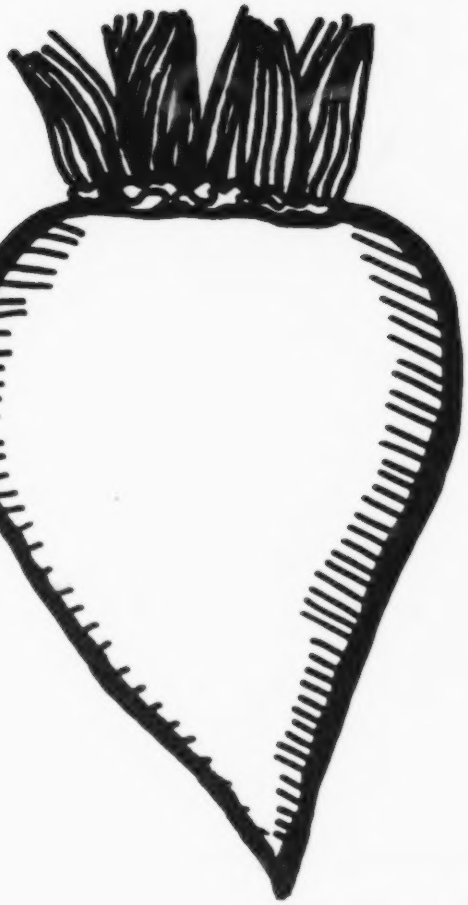


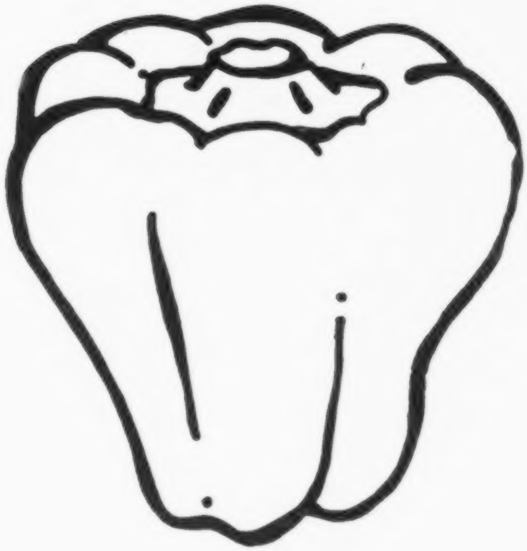


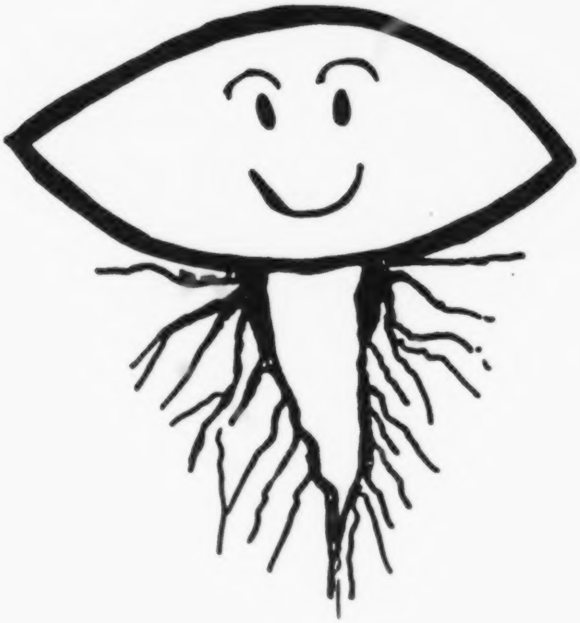


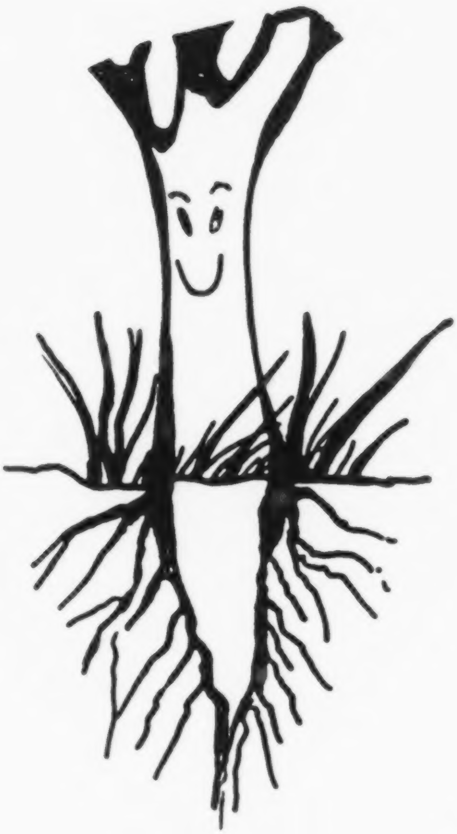


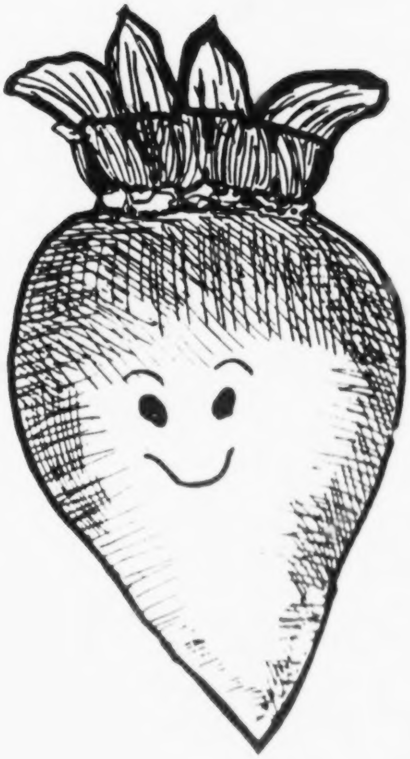


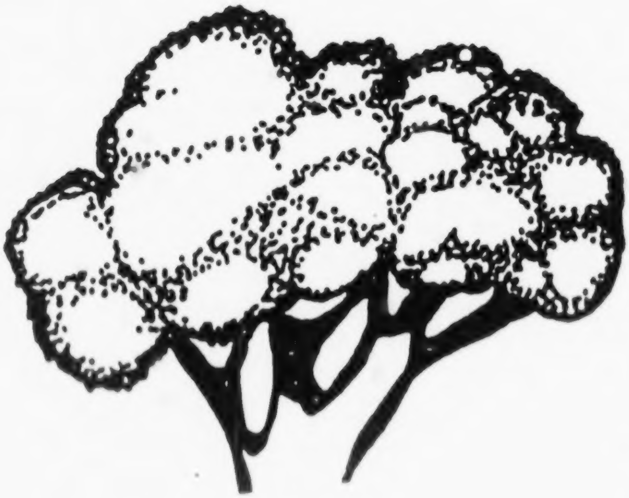


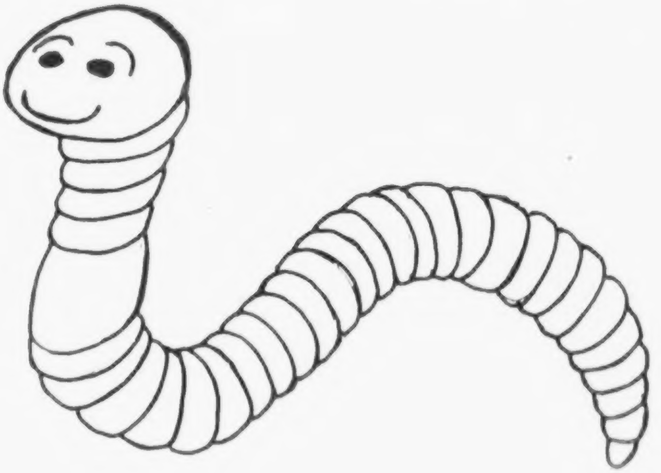








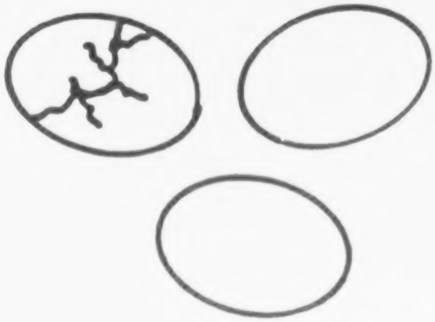




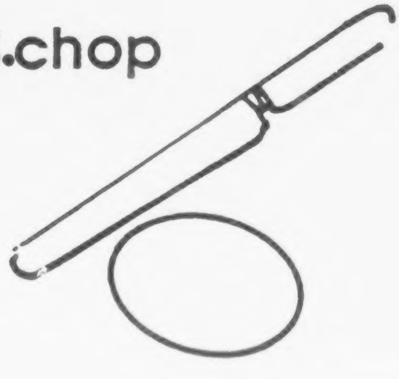
PITA AND EGG SALAD SANDWICHES

1. peel

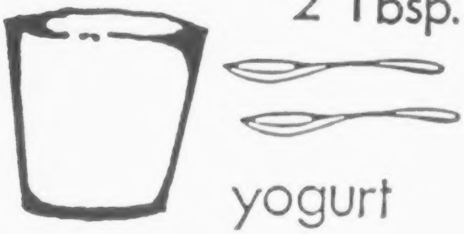
3 hard cooked eggs



2. chop



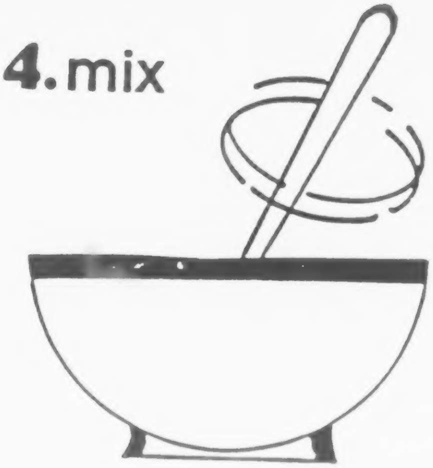
3. add



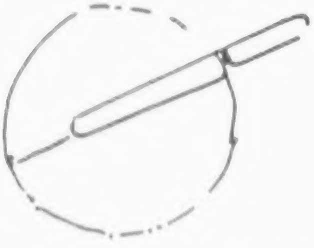
2 Tbsp.

yogurt

4. mix

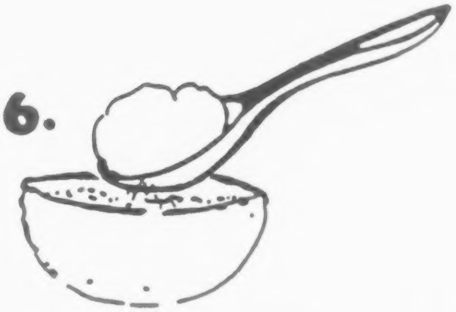


5. cut pita bread



PITA BREAD

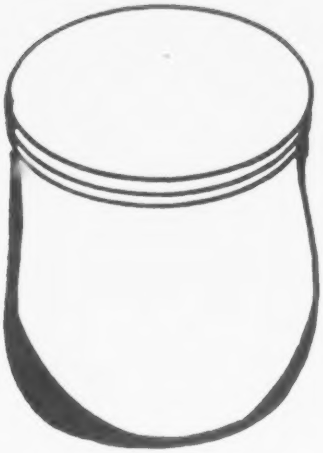
6.

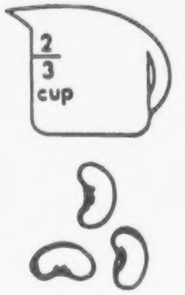


fill bread with egg salad

BEAN SPROUTS

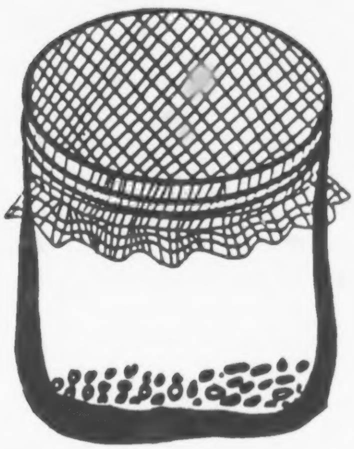
1.





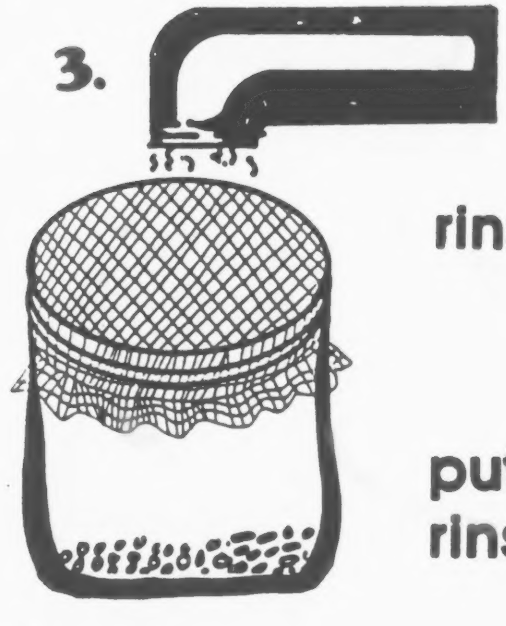
beans

2.



cover with cheesecloth

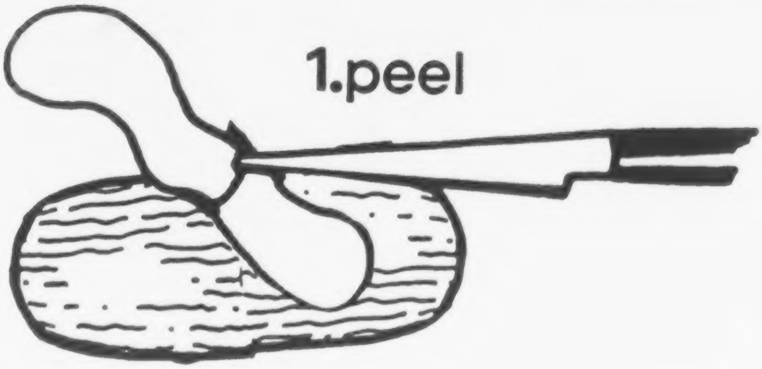
3.



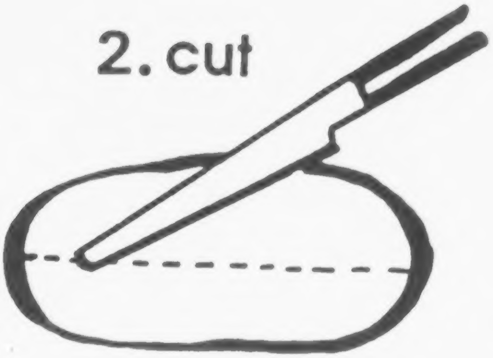
rinse and soak overnight

put in warm dark place
rinse twice a day for 4 days

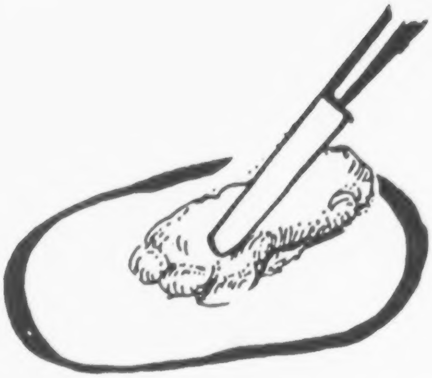
CUKE CANOES



1.peel

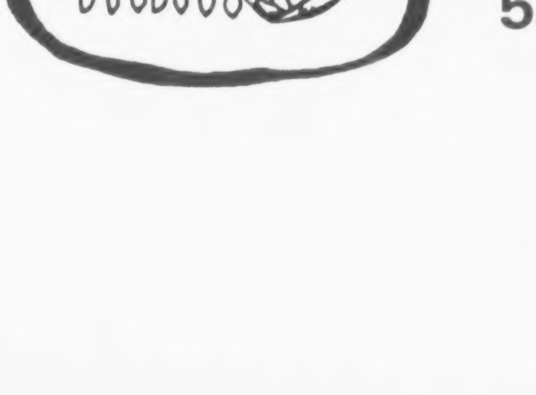


2. cut



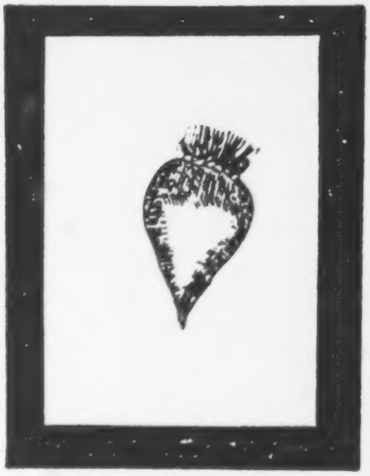
4. spread peanut butter

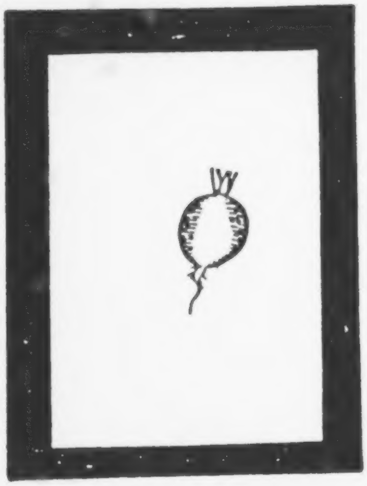
3. scoop out seeds

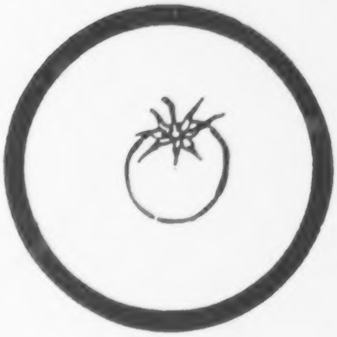


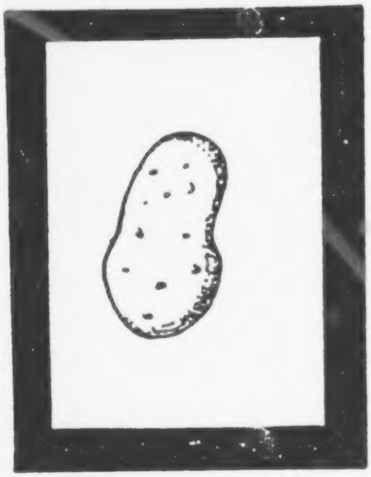
5.top

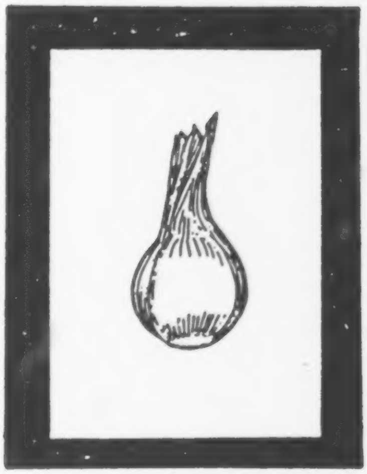
6-71

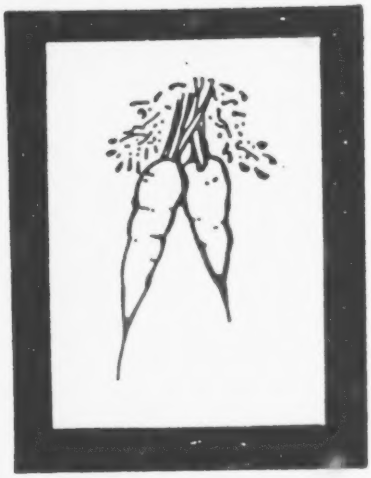


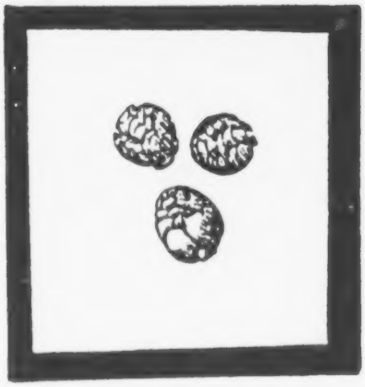


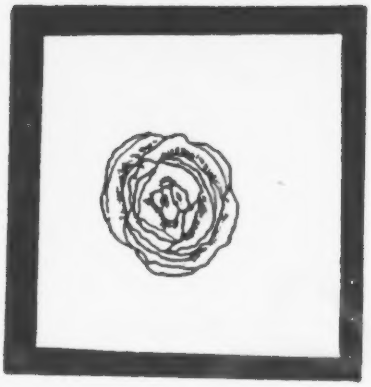


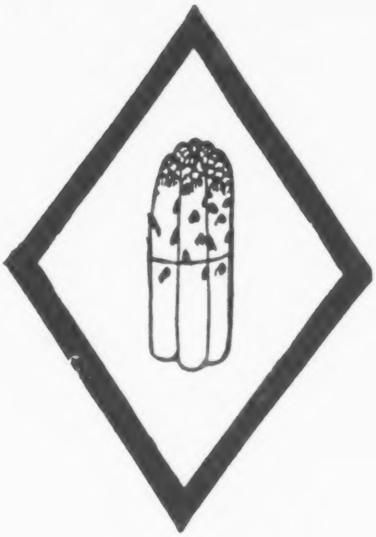


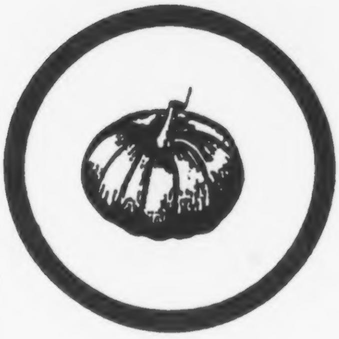


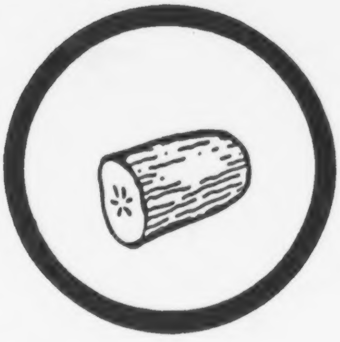


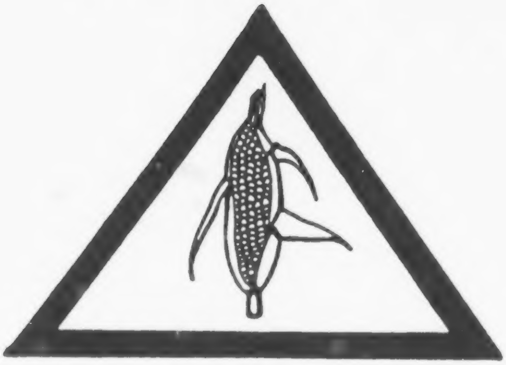


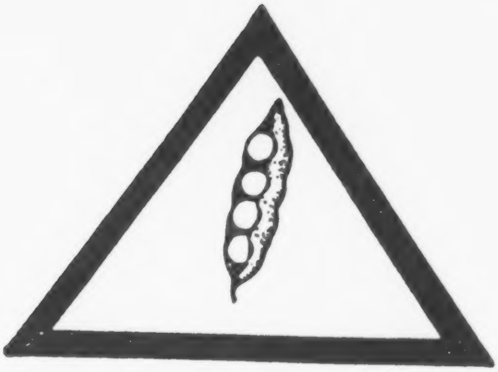


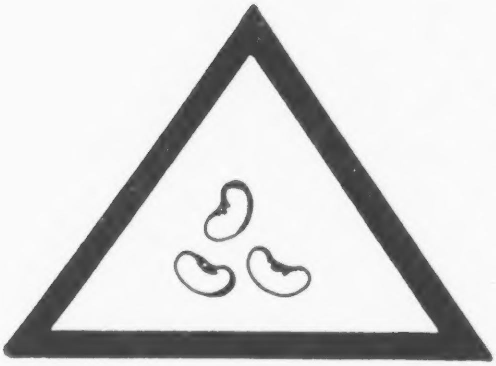


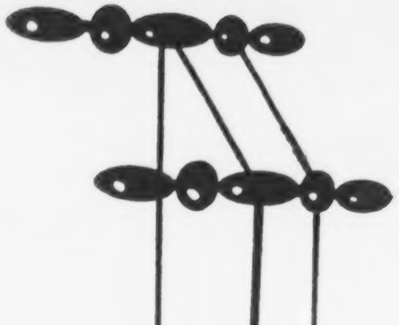


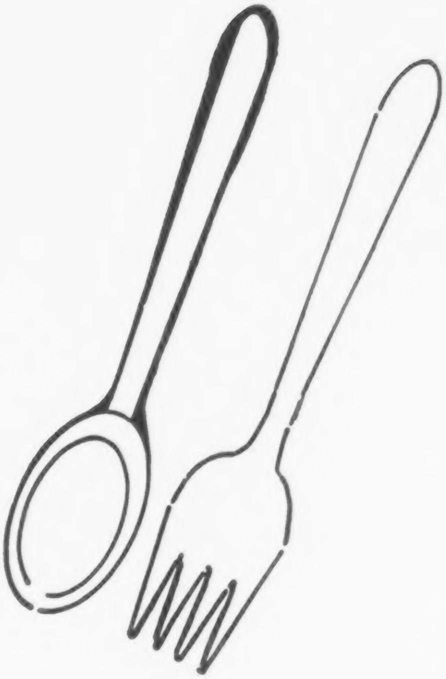












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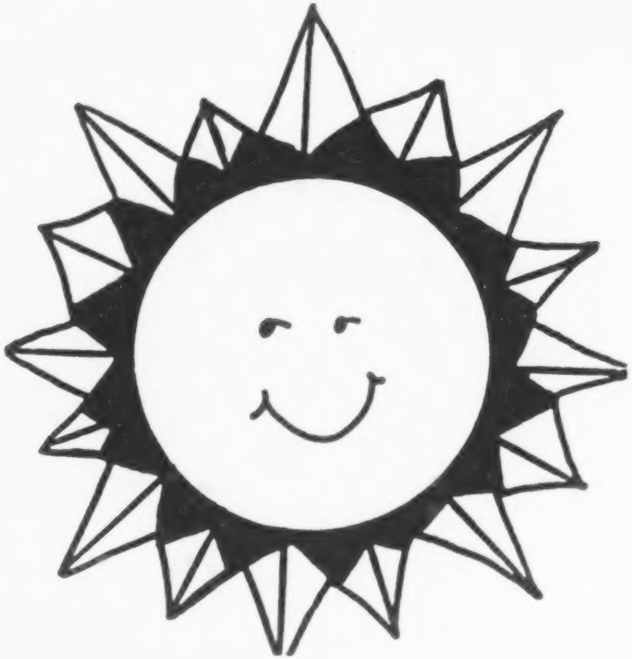
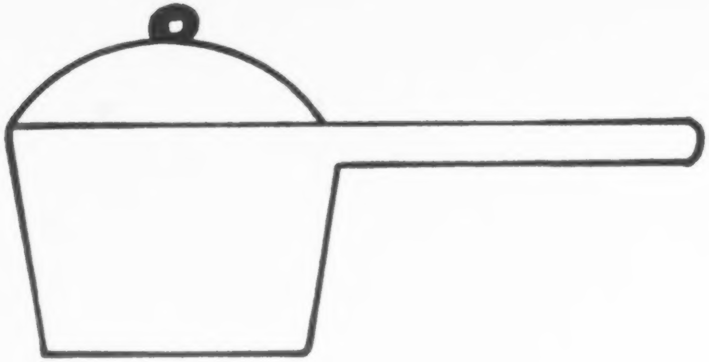
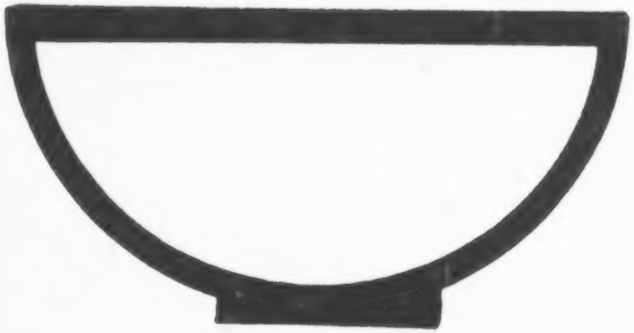
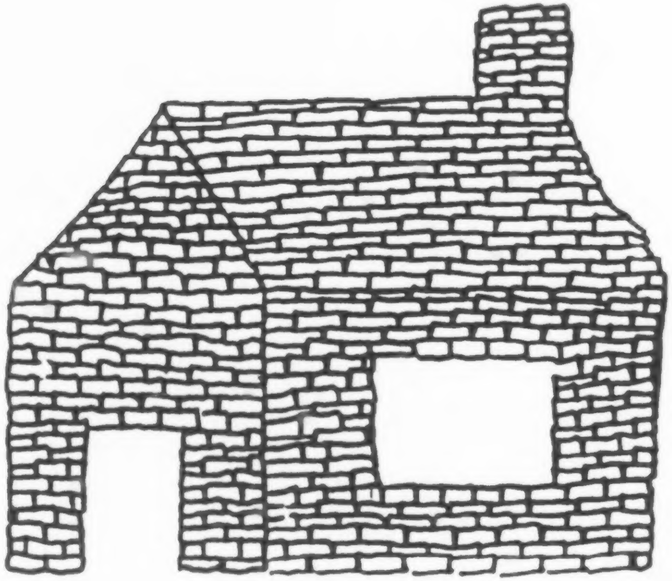


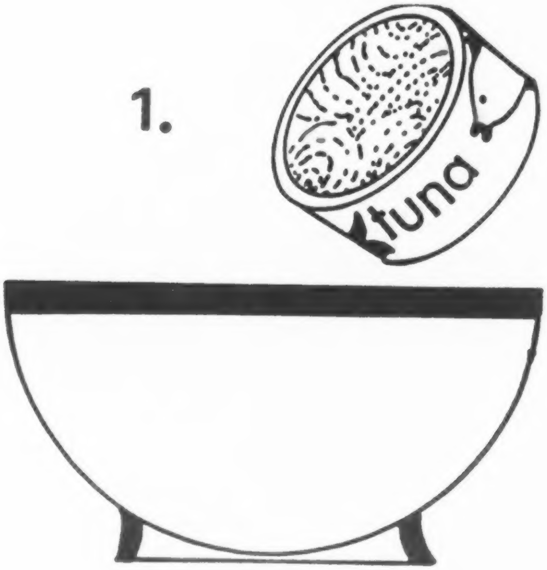




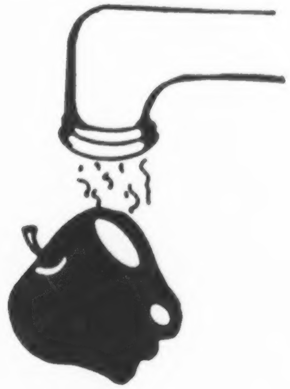


TUNA TEASE

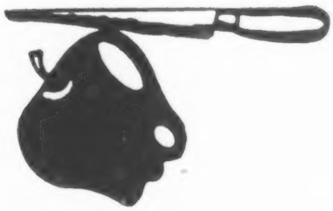
1.



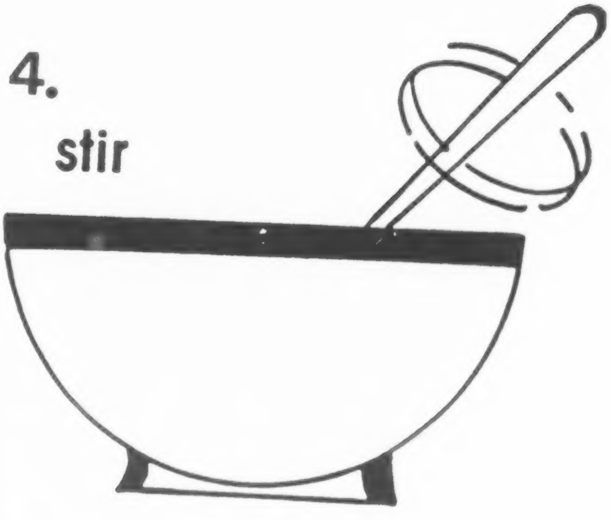
2. wash



3. peel &
chop

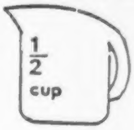


4.
stir

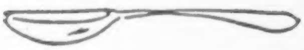


BREAD

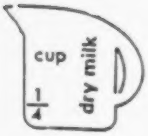
1.
dissolve 1T yeast in
½ cup warm water

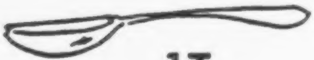


1 T



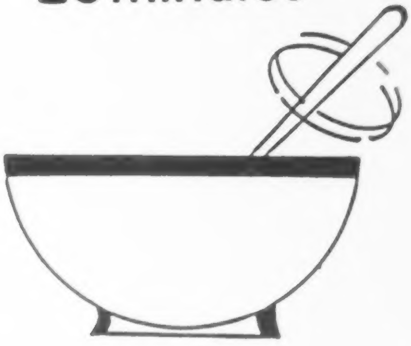
2.add


cup
1/4
dry milk

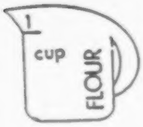


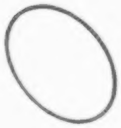
1T.
Honey

3.mix and let stand
10 minutes



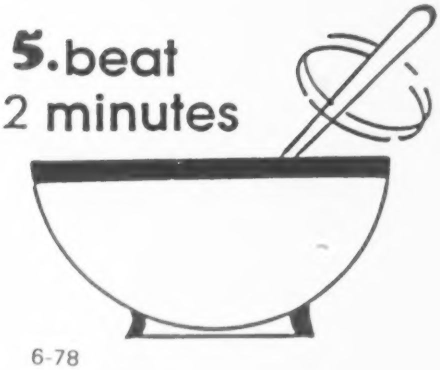
4.add





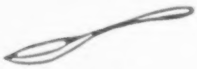
1 egg

5.beat
2 minutes

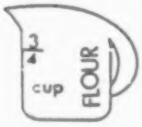


6.add

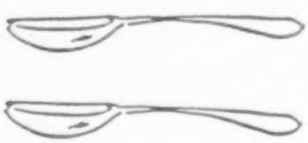
1 teaspoon



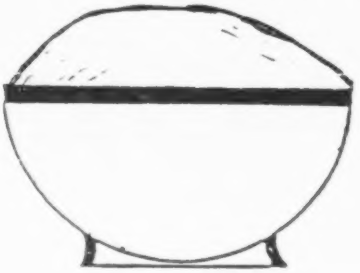
salt


3/4
cup
FLOUR

2 T butter

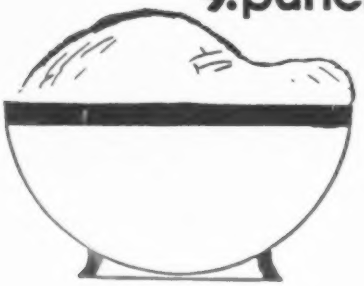


8. let rise until double

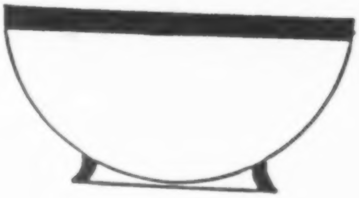


7. knead

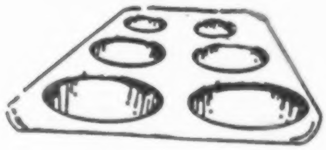
9. punch down



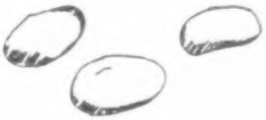
10. knead in bowl



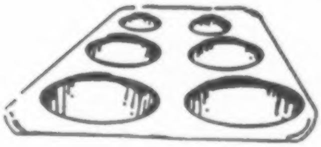
12. brush with butter



11 pinch off small pieces
and
shape



13. let rise
15 minutes



14.
bake
20 minutes at 400°

UNIT 7

Body Building Basics

Grand Ideas

I need to eat a variety of body building foods to grow big and strong.

Eating a variety of foods is important because food gives us the energy and nutrients that we need to grow and repair our bodies. No one food or group of foods can give us all the energy and nutrients that we need, so we must eat a variety of body building foods from each of the food groups every day.

Teacher Know How

One of the most important goals of preschool education is to help children begin to organize and make sense of the world around them. Young children make sense of their environment by using all five senses and by touching, holding and manipulating objects. When children are given the opportunity to interact with their environment, their optimal learning potential can be reached.

One of the first experiences that children encounter involves food. For example, all children experience milk, of some sort, soon after birth. During the preschool years, children are often exposed to many new foods. They can experience these foods with their senses and begin to sort different colored and shaped foods or they can group them into foods that are liked and/or disliked. Near the end of the preschool years, many children can group foods into other categories, such as fruit and vegetable foods or bread and cereal foods.

A useful tool for teaching children how to identify and categorize or group body building foods is the food groups. The food groups are based on the concepts of variety and balance. That is, a variety of foods from each food group should be eaten everyday. And, food selections should present a balance so that no one food group is emphasized more than another.

The food groups are divided into five major categories. Each category provides important nutrients in the diet. For example, foods in the bread and cereals group are excellent sources of energy, vitamins and minerals. Examples of foods in this category include whole grain and enriched breads and cereals, pasta, noodles, crackers, popcorn, grits, oatmeal and rice. Preschool children need approximately four servings from the bread and cereal group daily (one serving is equal to one-half a slice of bread).

The fruit and vegetable group also provides important vitamins and minerals. Foods such as oranges, apples, grapefruit, bananas, cherries, kiwis, carrots, tomatoes, dark leafy greens, broccoli, turnips, celery or yams are included in this group. There are many other colorful and delicious fruits and vegetables which children can explore. Preschool children need approximately four, half cup servings of fruit and vegetables daily.

The milk and dairy products group is often a favorite with young children. Included in this group are milk, cheese, yogurt and ice milk. Preschool children are encouraged to eat at least three servings from this group every day (one serving is one-half to three-fourths cup of milk or one to two ounces of cheese) for energy, protein, vitamins and minerals.

The meat, poultry, fish, eggs and dried beans and peas group provides energy, protein, vitamins and minerals. There are a variety of foods included in this group and it is recommended that young children consume at least two or three servings daily (one to two ounces of meat or two tablespoons of peanut butter are equivalent to one serving).

The final group is called the "sometimes" foods because the foods in this category, such as candy, soft drinks and potato chips, provide much energy but few nutrients. It is ideal that young children concentrate on the other groups before including these "extra" foods in the diet. It is okay to eat these foods sometimes, but they should not be a part of every meal or snack.

Another important nutrient that is often overlooked is water. Young children need to learn that water is a good choice when they are thirsty. It is also important that they recognize water as an essential part of a healthy diet.

Preschool children can begin to learn to identify and sort body building foods by using the foods groups. By concentrating on foods in each of the foods groups, children will begin to recognize the need for variety and balance in their diets. These skills can also lay the foundation for a life time of healthy eating.

The following books can be used to further develop the concepts taught in this Unit:

Hamburgers And Ice Cream For Dessert (E. Clymer, Dutton, New York, 1975).

Everybody Eats (M. Green, Scott Foresman, New York, 1940).

Everybody Has A House And Everybody Eats (M. Green, Young Scott Books, New York, 1961).

Bunnies In School (K. Paget, Scholastic Book Service, New York, 1974).

The Supermarket (A. and H. Rockwell, MacMillan, New York, 1974).

Kim Likes To Eat (Yakima Home Economics Association, P.O. Box 2424, Yakima, Washington 98902).

Bread And Jam For Frances (R. Hoban, Harper and Row, New York, 1964).

Is This My Dinner? (S. Black, A. Whitman and Company, Chicago, 1972).

The Very Hungry Caterpillar (E. Carle, William Collins and World Publishing, Cleveland, Ohio, 1970).

What Did The Dinosaurs Eat? (W. Ross, Coward McCann and Geohegan Inc., New York, 1972).

What Do Animals Eat? (R. Gross, Scholastic Books Services, New York, 1971).

Objectives

Children will discover that food is needed for their bodies to grow.

Children will know that they must choose a variety of body building foods to grow big and strong.

Children will be able to identify the food groups.

Children will be able to identify foods from each of the food groups.

Body Building Train
Part 1: Introduction

To Know and Learn

Children will learn the body building food groups by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills which will aid their food selection abilities.

Materials Needed

Body Building Train song on page 7-5
Touch Your Toes poem on page 7-4
food pictures (pictures from other lessons can be used)
six shoe boxes, oatmeal boxes or milk cartons
construction paper
glue or tape
crayons or felt tip markers
scissors

Directions

A. To Make the "Body Building Train Cars"

Remove the tops of six shoe boxes, oatmeal boxes or milk cartons so that food pictures can be put into or taken out of the containers. One of the containers should be smaller than the others to represent those foods we need to eat in smaller quantities, such as sweets, potato chips and popsicles.

Cover each container with a different color of construction paper. Each color will represent a different food group.

For example:

Blue—milk and dairy foods
Green—fruit and vegetable foods
Brown—bread and cereal foods
Red—meat, poultry, fish, eggs, dried peas and beans
Yellow—"sometimes" or extra foods (small car)
Black—engine (which represents our bodies)

Decorate the containers so that they resemble train cars and an engine. This can be done by cutting out wheels and windows from construction paper and gluing or taping them to the containers. Food pictures could also be added to show which food group the train car represents.

B. To Use the "Body Building Train Cars"

This activity will take several class periods to complete. Each class period will begin with the *Body Building Train Ride* and will focus on a different food group.

Begin the *Body Building Train Ride* by discussing with the children why we need to eat a variety of body building foods each day. Talk about foods that help us to grow, build strong bones and teeth, develop healthy blood and muscles, keep skin and hair healthy and help us to see properly in the dark.

Describe how a person grows from infancy to childhood to adulthood. Have the children think about the size of babies and compare this to their own size. Ask them to describe how they are different from a baby (for example, weight, height, body size and skills such as talking and walking).

Read Touch Your Toes on page 7-4 to the children. Have them repeat each line until they know it well. Ask them to act out the poem as they repeat the lines. After the poem has been read, have the children answer the following questions:

What are examples of Body Building foods?
What happens to children when they eat body building foods?

Place the *Body Building Train* engine in front of the children. Tell them that this is the engine that will pull the *Body Building Train*. Also tell them that we need to feed the engine a variety of body building foods for it to work.

Describe how the childrens' bodies are like the train engine. The train engine needs fuel to work.

We also need to fuel ourselves so that our bodies can grow and develop optimally and have energy to work and play. Ask the children to describe what would happen to the train if it is fed a Variety of body building foods. Does this also happen to children that eat a variety of body building foods?

Have the children repeat the first verse and chorus of the *Body Building Train* Song on page 7-5. They can practice singing the song as they move around the room like a train (the children can stand in a line and put their hands around the waist of the child in front of them).

Ask the children to select body building foods from the array of food pictures and "feed" them to the engine.

This activity can be follwed by the *Watch Me Grow* and *Food Makes Me Me* lessons on pages 7-12 and 7-13 to reinforce the concept that we need to eat a veriety of body building foods to grow and develop optimally.

The following learning kit and film can be used with this lesson: ☆

A Child's Garden Of Eating (Weight Watchers, International, Inc., Manhasset, New York, 1979).

Vital Vittles Win The West (Marsh Films Enterprises, P.O. Box 8082, Shawnee Mission, Kansas 66208).

Food For Thought

Ask the children to describe what happens when we eat a variety of body building foods.

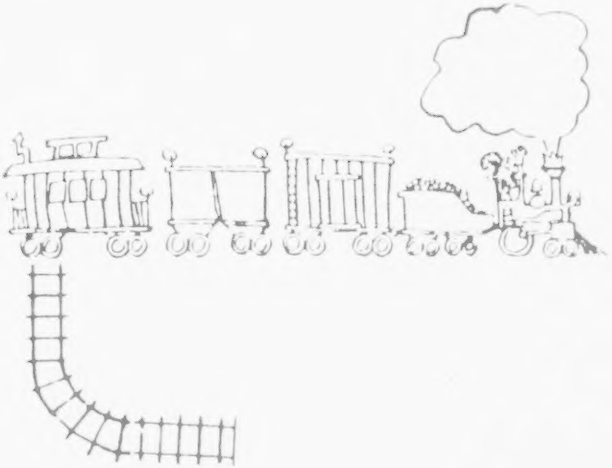
Touch Your Toes

If you know, touch your toes
Touch real low, low, low, low, low
(touch toes)

Clap your hands to show you know
Clap your hands, clap, clap, clap, clap, clap
(clap)

Touch your toes and clap your hands
Touch your toes and clap to show
(touch toes and clap)

You know that foods help you to grow and grow and grow!



BODY BUILDING TRAIN SONG

(can be sung to the tune of
This Is The Way We Wash Our Clothes)

Chorus
This is the way we eat so well
(pretend eating)
Eat so well, eat so well
This is the way we eat so well
Each and every day.

Verse 1
We eat the foods to make us grow
(pretend eating)

To make us grow, to make us grow
We eat the foods to make us grow
Chugga, chugga, choo, choo!

Verse 2
Milk and dairy we love to eat
(pretend eating)

Love to eat, love to eat
Milk and dairy we love to eat
Chugga, chugga, choo, choo!

Verse 3
Fruits and veggies we love to eat
(pretend eating)

Love to eat, love to eat
Fruits and veggies we love to eat
Chugga, chugga, choo, choo!

Verse 4
Meat and fish we love to eat
(pretend eating)

Love to eat, love to eat
Meat and fish we love to eat
Chugga, chugga, choo, choo!

Verse 5
Bread and cereal we love to eat
(pretend eating)

Love to eat, love to eat
Bread and cereal we love to eat
Chugga, chugga, choo, choo!

Verse 6
Water, water we love to drink
(pretend drinking)

Love to drink, love to drink
Water, water we love to drink
Chugga, chugga, choo, choo.

Verse 7
Some foods we eat a little
(pretend eating)

Eat a little, eat a little
Some foods we eat a little
Not all the time.

Body Building Train
Part 2: Milk and Dairy Group

To Know and Learn

Children will discover that milk and dairy foods are needed for their bodies to grow. Children will also understand that milk and dairy foods are one body building food group by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on page 7-5
Milk and Dairy Foods train car
Body Building Train engine
food pictures (pictures from other lessons can be used)

Directions

Review why we need to eat a variety of body building foods (to grow and develop optimally). Have the children name a variety of body building foods.

Show the children the *Milk and Dairy Foods* train car. Talk about the foods in this group (such as milk, cheese, ice cream, ice milk and yogurt). Have the children describe these foods using the senses. Also talk about why we need to eat milk and dairy foods everyday (to build strong bones and teeth and keep them strong).

Place a variety of food pictures on a table and ask the children to select pictures of foods from the milk and dairy foods group. Then place pictures in the *Milk and Dairy Foods* train car.

Ask the children to:

Name the foods.
Describe the foods using their senses.
Describe the origins of the foods.

Review the *Body Building Train* song on page 7-5 with the children and practice saying the second verse. Have the children sing the song as they move around the room like a train.

Although butter is made from milk fat, it is not included in the milk and dairy foods group. This is because butter is mostly fat and does not have the protein, vitamins and minerals found in other milk and dairy foods.

This activity can be followed by the *Fishing For Dairy Foods* (7-14), *Dem Bones* (7-15), *Chew, Drink and Bite Delights* (7-17) and *Teeth—Those Pearly Whites* (7-19) lessons to reinforce the concept that we need milk and dairy foods to help our bones and teeth grow and remain strong.

The following book and photographs can be used to further explore the concepts taught in this lesson:

Milk (Wonder Books, Grosset and Dunlap, New York, 1972).

We All Like Milk (National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018, 1970).

Food For Thought

Ask the children to name foods from the milk and dairy food group. Also have them describe how these foods help to build strong bones and teeth and help them to be healthy.

Body Building Train
Part 3: Fruits and Vegetables Group

To Know and Learn

Children will know that fruits and vegetables are one body building food group by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on page 7-5
Fruits and Vegetables train car
Milk and Dairy Foods train car
Body Building Train engine
food pictures (pictures from other lessons can be used)

Directions

Review why we need to eat a variety of body building foods (to grow and develop optimally). Have the children name a variety of body building foods. Review the foods that are in the milk and dairy group.

Show the children the *Fruits and Vegetables* train car. Talk about all the different fruits and vegetables we can eat (such as apples, oranges, bananas, peaches, broccoli, squash, spinach and potatoes). Ask the children to describe these foods and discuss them using the senses. Also talk about why we need to eat fruits and vegetables every day (to keep our skin smooth and healthy and to see well at night).

Place a variety of food pictures on a table and ask the children to select pictures of foods from the fruits and vegetables group and place them in the *Fruit and Vegetable* train car. Have the children:

Name the foods.
Describe the foods using their senses.
Describe where the foods grow (on a plant).

Review the *Body Building Train* song on page 7-5 with the children and practice saying the third verse. Have the children sing the song as they move around the room like a train.

This activity can be followed by the *Carrots to See* lesson on page 7-20 to reinforce the concept that fruits and vegetables are important to eat and they help keep our skin and eyes healthy.

The following books can be used to further explore the concepts of this lesson:

The Fruit Book (C. Overbeck, Lerner, 1975).

Blueberries For Sale (R. McCloskey, The Viking Press, 1948).

Fruit Is Ripe For Timothy (A. Rothschild, Addison-Wesley, Reading, Massachusetts, 1963).

Where Is It? (A. Hoban, MacMillan, New York, 1974).

I Like Vegetables (S. Lerner, Lerner Publications, Minneapolis, 1973).

Food For Thought

Ask the children to name foods from the fruits and vegetables group. Also have them describe how these foods help our bodies to grow and be healthy (to keep our skin smooth and healthy and see well at night).

☆

Body Building Train
Part 4: Meat, Poultry, Fish, Eggs and Beans Group

To Know and Learn

Children will discover that meat, poultry, fish, eggs, dried peas and/or beans are needed for their bodies to grow. Children will know that meat, poultry, fish, eggs, dried peas and beans are one of the body building food groups by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on page 7-5
Meat, Poultry, Fish, Eggs, Dried Peas and Beans train car
Fruit and Vegetable train car
Milk and Dairy Foods train car
Body Building Train engine
food pictures (pictures from other lessons can be used)

Directions

Review why we need to eat a variety of body building foods (to grow and develop optimally). Have the children name a variety of body building foods. Review foods from the the milk and dairy group and the fruits and vegetables group.

Show the children the *Meat, Poultry, Fish, Eggs, Dried Peas and Beans* train car. Ask the children to name foods that are in this group. Also ask the children to describe these foods using the senses. Have them identify the animals that give us the foods that were named (such as hamburger, steak, drumsticks, eggs, fish, pork chops, bacon and ham). Also talk about why we need to eat foods in this food group everyday (to build muscles and strong blood).

Place a variety of food pictures on the table and ask the children to select pictures of foods from this group and place them in the appropriate train car. Have the children:

Name the foods.
Describe the foods using their senses.
Name the animal that gives us each food.

Review the *Body Building Train* song on page 7-5 with the children and practice the fourth verse. Have the children sing the song as they move around the room like a train.

This activity can be followed by the *Iron't You Smart* lesson on page 7-22 to reinforce the concept that foods from this group help us grow strong muscles and healthy red blood.

The following books can be used to further develop the concepts taught in this lesson:

Scrambled Eggs Supper (Dr. Suess, Random House, New York, 1953).

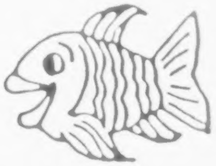
The Wonderful Egg (W. Schloat, Jr., Scribner's, New York, 1952).

Fish For Supper (M. Goffstein, The Dial Press, New York, 1976).

What Happens To A Hamburger? (P. Showers, Crowell Company, New York, 1976).

Food For Thought

Ask the children to name foods from the meat, poultry, fish, eggs, dried peas and beans group. Also have them describe how these foods help us to grow and be healthy (to build muscles and strong blood).



Body Building Train
Part 5: Bread and Cereal Group

To Know and Learn

Children will discover that breads and cereals are needed for their bodies to grow. Children will understand that bread and cereal foods are one body building food group by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on pages 7-5
Bread and Cereal Foods train car
Meat, Poultry, Fish, Eggs, Dried Peas and Beans train car
Fruit and Vegetable train car
Milk and Dairy Foods train car
Body Building Train engine
food pictures (pictures from other lessons can be used)

Directions

Review why we need to eat a variety of body building foods (to grow and develop optimally). Have the children name a variety of body building foods. Review the milk and dairy group, fruits and vegetables group, and the meat, poultry, fish, eggs, dried peas and beans group.

Show the children the *Bread and Cereal Foods* train car. Talk about the foods that are in this food group, such as bread, pasta (spaghetti, noodles, macaroni and shells), grits, oatmeal, cornmeal, crackers, popcorn and ready-to-eat cereals. Ask the children to describe these foods using the senses. Also talk about why we need to eat breads and cereals every day (for energy to help us grow big and strong).

Place a variety of food pictures on a table and ask the children to select pictures of foods from this food group. Have them place these food pictures from the bread and cereal foods group in the *Bread and Cereal Foods* train car.

Have the children:
Name the foods.
Describe the foods using their senses

Review the *Body Building Train* song on pages 7-5 and practice the fifth verse. Have the children sing the song as they move around the room like a train.

This activity can be followed by the *Tasty Tortilla* lesson on page 1-23 or *Let's Make Bread* on page 6-29 or any of the other cooking activities in UNIT 1.

The following books and film can be used to further explore the concepts taught in this lesson:

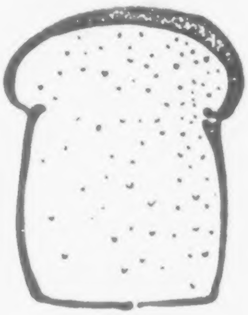
Story Of Our Bread (C. Hollow, International Publishers of New York, New York, 1959).

How To Make Honey Possum's Bread, Skunk's Chocolate Sprinkle Bread And Racoon's Raisin Bread, Too (Scholastic Book Service, New York, 1975).

Bread film (Encyclopedia Britannica, 1970).

Food For Thought

Ask the children to name foods from the bread and cereal group. Also have them describe how these foods help our bodies grow.



Body Building Train
Part 6: Pulling It Together

To Know and Learn

Children will know that we need to eat a variety of body building foods each day by participating in a *Body Building Train Ride*. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on page 7-5
Bread and Cereal Foods train car
Meat, Poultry, Fish, Eggs, Dried Peas and Beans train car
Fruit and Vegetable train car
Milk and Dairy Foods train car
Body Building Train engine
food pictures (pictures from other lessons can be used)

Directions

Review why we need to eat a variety of body building foods (to grow and develop fully). Have the children name a variety of body building foods.

Show the children the train cars and engine. Ask the children to select one food picture from an array of food pictures, name the food and describe the food using the senses. Have them place the food picture in the appropriate train car.

After all the food pictures have been discussed, review the contents of each train car until the children are familiar with examples of foods from each of the food groups.

Review the *Body Building Train* song on page 7-5 with the children. Have them sing the song as they move around the room like a train.

This activity can be followed by the *Food Group Twister* on page 7-24 and *Counting on the Basics* on page 7-25 lessons to reinforce the concept that we need to eat a variety of body building foods from the food groups every day.

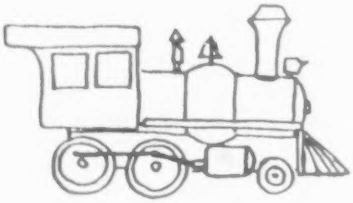
The following book can be used to further explore the concepts taught in this lesson:

Socks For Supper (J. Kent, Parent's Magazine Press, 1978).

The Thing That The Professor Forgot (D. Gerberding, General Mills, Nutrition Department, Minneapolis, Minnesota, 1982).

Food For Thought

Ask the children to name a variety of body building foods from each of the food groups and describe how each food group can help us grow and be healthy.



Body Building Train
Part 7: "Sometimes" or Extra Foods

To Know and Learn

Children will discover that some foods are not included in the body building food groups. These foods should be eaten only in small amounts and not every day. They will also practice sorting, grouping and discrimination skills.

Materials Needed

Body Building Train song on page 7-5
"Sometimes" or Extra Foods train car (small car)
Bread and Cereal Foods train car
Meat, Poultry, Fish, Eggs, Dried Peas and Beans train car
Fruit and Vegetable train car
Milk and Dairy Foods train car
Body Building Train car
food pictures (pictures from other lessons or magazines, newspapers, seed catalogs and grocery store advertisements can be used)

Directions

Most Americans eat far more high fat foods (i.e. butter, salad dressing, cream, bacon, fatty meat, fried foods, pastries and luncheon meat) and high sugar foods (soft drinks, candy and desserts) than is recommended. Nutritionists recommend that we eat less fat and sugar.

Review why we need to eat a variety of body building foods (to grow and develop optimally). Have the children name a variety of body building foods. Also have them name foods from the milk and dairy group; fruits and vegetables group; meat, poultry, fish, eggs, dried peas and beans group and the bread and cereal foods group.

Show the children the *"Sometimes" or Extra Foods* train car. Describe this car as being smaller than the other train cars because we should eat only small amounts of these foods. Talk about the foods that are included in this food group and describe the foods using the senses and food origins. Discuss foods such as candies, cakes, pies, chips, soft drinks and french fries.

Ask the children to describe why we use a smaller car to represent this food group. Describe these foods as providing us with energy but that they do not help us to grow strong and be healthy because they have very few nutrients. This is why we should eat these foods in small quantities and not every day.

Have the children select pictures of foods in this group from an array of food pictures and ask them to place the food pictures in the appropriate train car.

Review the *Body Building Train* song on page 7-5 and practice singing the seventh verse. Have the children sing the song as they move around the room like a train.

This activity can be followed by the *Good Eating* (page 7-27), *Basic Eating Mural* (page 7-30), and *Tossing for Good Health* (page 7-29) lessons to reinforce the concept of grouping foods.

The following filmstrips can be used to further explore the concepts taught in this lesson:

Professor Whacko's Modern Food Fable (Consumer Intelligence Agency, 1271 Avenue of the Americas, New York, New York 10020, 1976).

Snacking Mouse And Snacking Mouse Goes To School (The Polished Apple, 3742 Seahorn Drive, Malibu, California 90265, 1977).

Food For Thought

Ask the children to name examples of foods that we should eat only in small quantities. Also ask them to describe why we should eat these foods in only small quantities (the foods do not help us grow stronger and be healthy).

Watch Me Grow

To Know and Learn

Children will become aware of their own growth by keeping records of their height and weight.

Materials Needed

a large sheet of paper or newsprint (about 20 feet long and 3 feet wide;
several large sheets of paper can be taped together)
measuring tape
bathroom scale
glue or tape
crayons or felt tip markers
scissors
wall or door
food pictures (optional, pictures from other lessons can be used)

Directions

Discuss how our bodies grow. Talk about the way we grow from very small infants into preschool children into teenagers and then into adults. Review the fact that food helps us to grow bigger and stronger. Point out that we need to eat many different foods to grow bigger and stronger and to be healthy.

Describe growth to the children in terms of height and weight. Ask them to describe:

The height (or length) of infants.
The height (or length) of children 3-4 years old.
The height (or length) of adults.
The weight of infants.
The weight of children 3-4 years old.
The weight of adults.

Tape large sheets of paper to the wall. The top of the paper should be at least 24 inches from the floor. Mark the paper in one-half inch intervals and write the childrens' names across the top of the paper.

Have each child stand under his or her name. Using a crayon or felt tip marker, draw a line level with the top of each child's head to show his or her height.

Measure each child's height every two or three weeks. Each time a child is measured use a different color crayon or felt tip marker. This activity will help children see that they are growing taller. If children worry that they are not growing as fast as others, explain that everyone is unique. The rate and amount that we grow depends on many things, such as the height of our parents.

Weight can also be recorded on the chart. Weigh the children using a bathroom scale. Write each child's weight under his or her height on the paper using the same color crayon or felt tip marker. The child's weight can be taken each time the height is recorded.

To decorate and personalize the charts, the children can draw or cut out their favorite body building foods and attach them to their area of the chart. Or they can bring in a baby picture and a current picture of themselves.

The following books can be used to reinforce the concepts that are taught in this lesson:

Happy Healthy Pooh Book (W. Disney, Golden Press, New York, 1977).

Big Ones, Little Ones (T. Hoban, Greenwillow Books, New York).

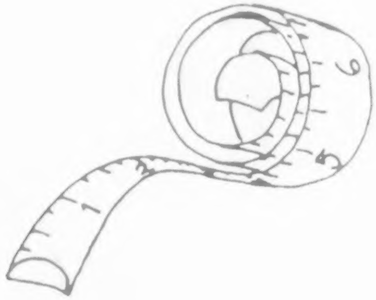
The Growing Story (R. Kraus, Scholastic Book Service, New York, 1947).

Health (K. Jacobson, Children's Press, Chicago, 1981).

My Body And How It Works (J. Watson, Golden Press and Western Publishing, New York, 1972).

Food For Thought

Children can show that they know food helps them to grow by pointing to their growth charts and naming body building foods.



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Food Makes Me Me

To Know and Learn

Children will recognize that foods help them to grow bigger and stronger by tracing themselves on paper and filling in the outline with food drawings and pictures of body building foods.

Materials Needed

large sheets of paper (newsprint wrapping, freezer, or butcher paper)
crayons or felt tip markers
scissors glue or tape
food pictures (optional, pictures from other lessons can be used)

Directions

Describe why the body needs body building foods. Talk about how our bodies use food to help us grow bigger and stronger and be healthy.

Have the children lie down on a sheet of paper and trace around their bodies. Write each child's name on the paper beside his or her tracing.

Ask the children to cut out or draw food pictures and glue or tape them inside the body outline.

After the children are finished, ask them to show the class their poster and name the foods they placed inside the body outline. Point out that these are the foods that helped the children grow to be the size they are now and that these foods will also help them to grow even bigger and stronger.

Display the posters on a wall.

Children could bring in baby pictures. This would be an ideal way to show that eating body building foods has helped the children grow larger since infancy.

The following film, filmstrips, game and photographs can be used to further explore the concepts taught in this lesson:

Stanley Takes A Trip (Film Library, Arizona State Department of Health).

Nutrition For Little Children filmstrip (Educational Activities, Box 392, Freeport, New York 11520, 1973).

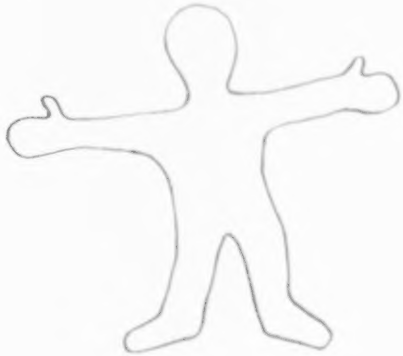
Nutrition Education: Filmstrips For The Primary Grades (Nutrition Express, George Gorge and Nicky Persnicky, The Polished Apple, 3742 Seahorn Drive, Malibu, California 90205, 1976).

Go And Grow Game (Hubbard, P.O. Box 185, Northbrook, Illinois 60662, 1975).

What We Do Day By Day photographs (National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018, 1974).

Food For Thought

Ask the children to name a variety of body building foods and describe how their bodies use them (to grow bigger and stronger).



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Fishing For Dairy Foods

To Know and Learn

Children will practice identifying and sorting milk and dairy products by fishing them from a box.

Materials Needed

food picture cards on pages 7-41—7-42 or pictures from other lessons can be used)
magnet
paperclips
wooden stick (for example: chopstick, wooden spoon, dowel or
tongue depressor)
glue or tape
string or ribbon
box (for example: shoe or oatmeal box, shopping bag, or the milk and dairy train car used in the *Body Building Train* lesson)
crayons or felt tip markers
scissors

Directions

A. To Make the Food Picture Cards

Color and cut out the food picture cards from other lessons. Include milk and dairy foods as well as foods from other food groups for this activity.

Put a paper clip on each food picture card.

B. To Make the Fishing Pole

Make the fishing pole by tying a piece of string or ribbon to one end of a short stick. Attach a magnet to the free end of the string or ribbon using glue or tape.

C. To Use the Food Picture Cards and Fishing Pole

Begin the lesson by reviewing the source of milk (cows). Discuss the variety of milk and dairy foods that are made from milk, such as ice cream, ice milk, yogurt, cheese, and butter. Ask the children to describe why it is important that we eat these foods (for strong bones and teeth).

Place the food picture cards in a box or container.

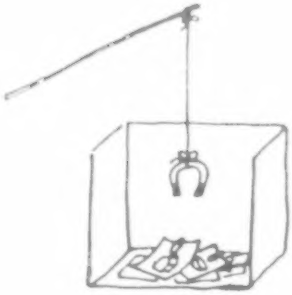
Have each child use the fishing pole to "fish" for one food.

Have him or her show the other children the food, name the food and then tell whether the food is a milk or dairy food and if it helps build strong bones and teeth.

Paper clips can be placed only on the cards picturing milk and dairy foods until the children are able to distinguish the milk and dairy foods from foods in the other food groups.

Food For Thought

Ask the children to name milk and dairy foods and describe why we should eat them everyday (to build strong bones and teeth).



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Dem Bones

P

To Know and Learn

Children will discover that milk helps build strong bones and teeth by singing *Dem Bones, Dem Teeth*. Children will also practice fine motor skills by making fluid milk from nonfat dried milk and water for a snack.

Materials Needed

Dem Bones, Dem Teeth song on page 7-16
nonfat dried milk
cold water
canned fruit
spoons
paper cups
cow picture (optional, see page 6-48)

Directions

Sing the lines of *Dem Bones, Dem Teeth* on page 7-16 to the children until they know it well. Ask the following questions:

What part of our body helps us to walk?
What foods give us strong bones?
Where does milk come from?

Sing the song. Have the children clap at the accents (*) and point to a picture of a cow (see page 6-48). It may be helpful to also display a paper skeleton from Halloween and assorted soup bones so that children can see what bones are like.

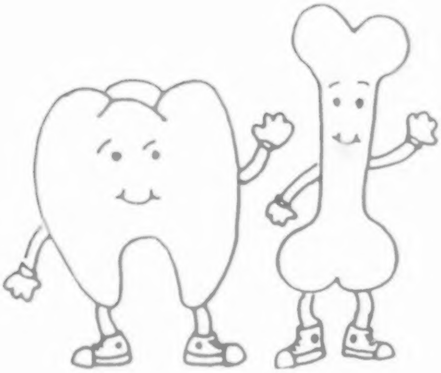
After the children have practiced singing the song let them prepare fluid milk from nonfat dried milk and cold water. Make sure the water is very cold. Canned fruit that has been pureed can be added to make the milk a fruity milk drink.

Ask the children to identify where the milk came from and why it is important to drink milk.

Sing *Dem Bones, Dem Teeth* again, allowing the children to sip the milk at the appropriate time.

Food For Thought

Children will show that they know milk helps build strong bones and teeth by naming foods that help build strong bones and teeth.



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DEM BONES, DEM TEETH

(can be sung to the tune of Dem Bones Gonna Rise Again)

• •
Dem bones, dem bones
•
cannot walk around.
• •
Dem bones, dem bones
•
cannot walk around.
• •
Dem bones, dem bones
•
cannot walk around,
• • • • • •
Without the milk of the cow.

• •
I drink milk for my bones.
• •
I drink milk for my bones.
• •
I drink milk for my bones.
• • • • • •
I drink milk from a cow.
• •
Dem teeth, dem teeth
• •
cannot chew so well.
• •
Dem teeth, dem teeth
• •
cannot chew so well.
• •
Dem teeth, dem teeth
• •
cannot chew so well,
• • • • • •
Without the milk of the cow.
• •
I drink milk for my teeth.
• •
I drink milk for my teeth.
• •
I drink milk for my teeth.
• • • • • •
I drink milk from a cow.

* The astrisk (*) indicates points in the song where children can clap or stomp their feet.

Chew, Drink And Bite Delights

To Know and Learn

Children will learn that we use our mouths for talking, eating and smiling by singing the *Talk, Chew and Smile Too,* song. They will also practice sorting skills by selecting tooth-smart foods from an array of food pictures.

Materials Needed

Talk, Chew and Smile, Too song on page 7-18
Dairy, Dairy song on page 7-18
food pictures (pictures from other lessons can be used)
flannel board, bulletin board, black board or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Sing Talk, Chew and Smile, Too song on page 7-18 to the children until they know it well. Have them practice singing the song until they are familiar with the actions of talking, chewing and smiling with their mouths.

After the children have sung the song, ask them to feel their lips with their hands and answer the following questions:

Where is your mouth?
What do your teeth feel like?
What do your lips and gums feel like?
What do you see moving when you talk?
Can you talk without moving your mouth?
What do you see moving when you chew?
What do you see moving when you smile?
Can you smile without moving your mouth?

Have the children play *Catching Smiles*. To play this game, ask one child to smile and pass the smile to another child. This can be done by wiping the smile off his or her face and "throwing" the smile to someone else. Continue until all of the children have had a turn. Variations of the game include *"Catching Chews"* and *"Talking Toss."*

After the song and the game have been completed, review activities the mouth performs and the need to eat body building foods to keep our teeth, lips and gums healthy. Discuss milk and dairy foods that are important for healthy teeth. Have the children practice selecting these foods from an array of body building food pictures.

Practice singing *Dairy, Dairy* on page 7-18 with the children. Have the children sing the song until they know it well and can name foods that will help build strong teeth.

You may want to invite a dentist or dental hygienist to visit the class and talk with the children about caring for their teeth and mouths.

The following books can be used to help children explore the concepts taught in this lesson:

Our Tooth Story. A Tale Of Twenty Teety (E. Kessler, Dodd and Mead, New York, 1972).

The Bear's Toothache (D. McPhail, Atlantic Monthly Press, Atlanta, 1972).

My Dentist (H. Rockwell, Greenwillow Books, New York, 1974).

The Tooth And My Father (W. Saroyan, Doubleday, New York, 1974).

Dental Care For Kids (H. Zaki, Audiovisual Library Service, 3300 University Avenue, S.E. Minneapolis, Minnesota 55414).

The ABC's Of Good Oral Health, Dudley The Dragon, D Is For Dentist, Caspar The Friendly Ghost Present Space-Age Dentistry, The Friendly Cub Scout Caspar, His Den And Their Dentist Fight The Tooth Demons, Dental Care For Kids and *Learning About Your Dental Health* (American Dental Association, 211 East Chicago, Illinois 60611).

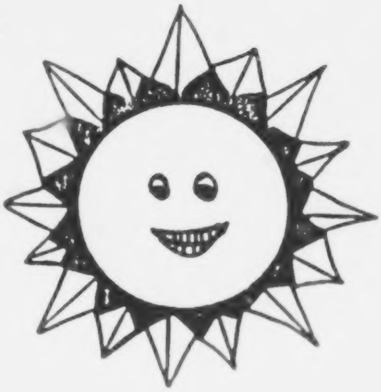
Food For Thought

Ask the children to name three activities our mouths perform. Also have them identify foods from the milk and dairy foods group that can help us have strong teeth.

TALK, CHEW AND SMILE, TOO*

(can be sung to the tune of
This is The Way We Wash Our Clothes)

Chorus:
These are the ways we use our mouth
Use our mouth, use our mouth
These are the ways we use our mouth
Smile, talk, chew!
(smile, talk, chew)



This is the way we use our mouth
Use our mouth, use our mouth
This is the way we use our mouth
Talk, talk, talk.
(talk)

This is the way we use our mouth
Use our mouth, use our mouth
This is the way we use our mouth
Chew, chew, chew!
(chew)

This is the way we use our mouth
Use our mouth, use our mouth
This is the way we use our mouth
Smile, smile, smile!
(smile)

* From the Head Start Dental Curriculum, page 28

DAIRY, DAIRY

(can be sung to the tune of Daisy, Daisy)

Dairy, dairy
Milk is the drink for you
I love dairy
Cheese and yogurt, please

I really love my teeth
Milk and dairy cannot be beat
I treat my teeth when I eat
Milk and dairy are good for my teeth.

Teeth—Those Pearly Whites

To Know and Learn

Children will learn about body building foods that help build strong teeth and bones by singing *Pearlies' Glimmer*. This activity will also help children to practice listening skills.

Materials Needed

Pearlies' Glimmer song, see below
tooth badge pattern on page 7-43
safety pins, string or tape
crayons or felt tip markers
scissors

Directions

Ask the children to smile and show their teeth. Discuss the various activities our teeth help us to perform, including talking, chewing and smiling.

Read *Pearlies' Glimmer*, see below, to the children. Have them practice singing the song until they know it well. After they have finished, ask them to answer the following:

Name a variety of body building foods.
Name foods from the milk and dairy foods group.
Describe foods from the milk and dairy foods group using the senses.
Describe how these foods help us. (develop strong teeth)

Cut out tooth badges from the pattern on page 7-43. Write each child's name on one badge. Ask the children to name body building foods that help their teeth grow strong and give them a badge to show that they know those foods.

The following film and curriculum can be used to further explore dental health:

The Munchers: A Fable (American Dental Association, 211 East Chicago Avenue, Chica[illegible]ois 60611, 1975).

Head Start Dental Curriculum (American Dental Association's Bureau of Health Education and Audiovisual Services, 211 East Chicago Avenue, Chicago, Illinois 60611).

Food For Thought

Ask the children to name body building foods that help their teeth grow strong. Emphasize foods from the milk and dairy foods group.

PEARLIES' GLIMMER

(can be sung to the tune of Glow Little Glow Worm)

Glow little pearlies
Glimmer, glimmer.
Feed them daily
They will shimmer.

Feed them well and they'll be strong,
''Cause you want to keep them long.

So glow little pearlies
Glimmer, glimmer.
Keep them healthy
And you'll be a winner.
Bright white teeth will help you go
So glow little pearlies, glow!

Carrots To See

To Know and Learn

Children will understand that fruits and vegetables, especially carrots* help us to see at night by singing a song and playing a game to complete a carrot puzzle.

Materials Needed

Carrots To See song on page 7-21
Parrots Like Carrots rhyme, see below
food pictures (pictures from other lessons can be used)
carrot puzzle pieces on page 7-44
flannel board, bulletin board, blackboard or wall
heavy paper or cardboard
thumbtacks, glue or tape
crayons or felt tip markers
scissors

Directions

A. To Make the Carrot Puzzle Pieces

Color the carrot puzzle card on page 7-44 and cut along dotted line to separate the pieces. Glue or tape each puzzle piece to heavy paper or cardboard. Trim any excess paper or cardboard.

B. To Use the Carrot Puzzle Pieces

Review with the children why we need to eat body building foods (to help keep our skins and eyes healthy).

Have the children think about foods that help us see well.

Read *Parrots Like Carrots*, see below, to the children. Ask them to answer the following questions:

Whose favorite food is a carrot?
Do carrots help us have healthy eyes?
What do we do with our eyes?

Sing *Carrots to See* on page 7-21. After each verse, place one of the carrot puzzle pieces on a flannel board, bulletin board, blackboard, or wall using thumbtacks or tape. Ask the children to name foods that help us see.

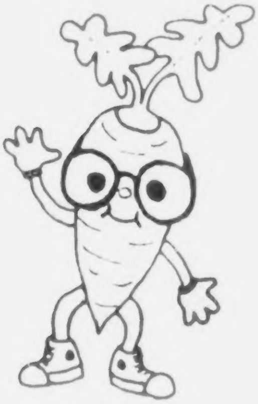
Continue until the children have identified the carrot or have completed the puzzle. Ask them to answer the following questions:

What food helps us see at night?
What does a carrot look like?
What other foods are orange like carrots?
(pumpkins, apricots and cantaloupes)
What does a carrot sound like when chewed?
What does a carrot taste like when eaten?
What other foods help us see at night? (spinach, broccoli, squash, pumpkin, cantaloupe, apricot)

* Carrots along with many other fruits and vegetables, such as spinach, broccoli, peaches and cantaloupe, are rich sources of vitamin A. Vitamin A is essential for healthy skin and for seeing well in the dark.

Food For Thought

Ask the children to point to the part of our bodies that carrots, spinach, broccoli, squash, pumpkin, cantaloupe and apricots help keep healthy. Ask them how these vegetables help our eyes (to see well at night).



PARROTS LIKE CARROTS

I know a parrot
Whose favorite food is carrots.
The vitamin each carrot supplies
Give this parrot good eyes.
They help him see at night.
When there is not much light.

☆

CARROTS TO SEE

(can be sung to the tune of Frere Jacques)

Chorus
Do you know me?, Do you know me?
I help you see, I help you see?
If you can't name me, if you can't name me?
Here are clues, here are clues.

I am crunchy, I am crunchy.
Crunch, crunch, crunch, crunch, crunch, crunch.
If you will eat me, if you will eat me.
I'll help you see, I'll help you see.

Chorus

I am long, I am long
Watch me grow, watch me grow
If you will eat me, if you will eat me
I'll help you see, I'll help you see

Chorus

I taste sweet, I taste sweet
Taste me now, taste me now
If you will eat me, if you will eat me
I'll help you see, I'll help you see

Chorus

I am orange, I am orange
Look at me, look at me
If you will eat me, if you will eat me
I'll help you see, I'll help you see

Chorus

Iron't You Smart

P

To Know and Learn

By listening to the *Iron-Smart* poem, children will understand that iron-rich foods help us to be healthy and have bright red blood. The children will also practice reading readiness, counting and fine motor skills by preparing *Taco Twists*.

Materials Needed

Iron-Smart poem on page 7-23
Taco Twists picture recipe on page 7-45
food pictures on pages 7-46—7-49
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors
chopped spinach
cooked ground beef
shredded cheddar cheese
tomato sauce
taco shells
pan or cookie sheet
oven or toaster oven
plates
spoons

Directions

Color and cut out the food pictures on pages 7-46—7-49.

Read *Iron-Smart* on page 7-23 to the children. The poem can be dramatized by thumbtacking or taping the food pictures to a flannel board, bulletin board, blackboard, or a wall at the appropriate time. Have the children repeat each line of the poem until they know it well.

After the children have practiced saying the poem, ask them to answer the following:

What does a siren remind you to do?
What foods could you eat to get iron?
What do beans, cereal, beef and spinach give us?
Do we need to eat these foods everyday?
How do we work and play when we eat these foods?

Prepare *Taco Twists* from the picture recipe on page 7-45.

Display the recipe and review the directions with the children until they know them well. Have the children:

- wash and chop 1 cup of spinach
- grate 4 ounces of cheese*
- brown 1 pound of ground beef
- fill the taco shells with browned meat and spinach
- top with 1 tsp. tomato sauce and cheese
- heat until warm and cheese is melted

* An adult may need to perform this task if a metal grater is used.

Let the children serve and eat the *Taco Twists*. Ask them to do the following:

name each ingredient in the *Taco Twists*.
describe each ingredient using their senses.
distinguish between the ingredients that come from plants and those that come from animals.
name iron-rich foods that help give us bright red, healthy blood.
name other foods that help us have energy for work and play.

Food For Thought

Ask the children to name iron-rich foods that help us be healthy and have have bright red, healthy blood.

100 Lbs.
100 Lbs.

IRON SMART

Whenever I hear a siren,
It reminds me to eat some iron.
Beef or beans and spinach, too,
Will help me do all I do.

Chorus
Hip, hip, hip, horray I ate those foods today!
Now I can zip, zip, zip whenever I work or play.

Whenever I hear a siren,
It reminds me to eat some iron.
Liver, peas and cereal, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron.
Rice and a whole wheat roll, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron.
Taco, beef steak and roasts, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron.
Oysters, flour and meat, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron.
Spaghetti with meat sauce, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron.
Whole wheat bread and hamburger, too,
Will help me do all I do.

Chorus

Food Group Twister

To Know and Learn

Children will practice categorizing foods from the food groups by playing the *Food Group Twister* game. This game will also help children develop motor skills.

Materials Needed

large open space
large sheets of blue, green, red, yellow and brown paper
crayons or felt tip markers
glue or tape
scissors
heavy paper, cardboard or old playing cards
food picture (optional, food pictures from other lessons can be used)

Directions

A. To Make the Cards

Draw or cut out food pictures

Glue or tape the food pictures onto construction paper of the colors indicated below:

Blue card—milk and dairy products
Brown card—grain, cereal and pasta foods
Red card—meat, chicken, fish, eggs, dried peas and beans
Green card—fruit and vegetables
Yellow card—"sometimes" or extra foods

B. To Use the Cards

Review the food groups with the children. Identify the groups and name several foods from each food group.

Place colored sheets of paper corresponding to the food groups on the floor in five separate areas.

Pick a card and have the children move to the colored paper that represents the food group for the food picked.

After the children have moved to the correct colored paper, ask them to name other foods from that food group before picking another card from the deck.

Food Group Twister can also be played by taping or gluing several circles of colored construction paper to an old bed sheet or large piece of paper. Inside each circle, glue several pictures of the food group it represents. When a card is selected, ask the children to place either their left foot, right foot, left hand or right hand on the colored circle that represents that food's group. This version of the game can be played by only a few children at once. If a child falls or cannot find an unoccupied circle, he or she can take a time out and another child can play.

Food For Thought

Ask the children to name the body building food groups and give examples of foods found in each group.

Counting On The Basics

To Know and Learn

Children will sort foods into the food groups and practice counting skills by completing the puzzles.

Materials Needed

puzzle pieces on pages 7-50—7-53
heavy paper, cardboard or old playing cards
glue or tape
crayons or felt tip markers
scissors
clear contact paper (optional)

Directions

A. To Make the Cards

Color and cut out the puzzle pieces on pages 7-50—7-53.

Glue or tape the puzzle pieces to heavy paper, cardboard or old playing cards. Trim any excess paper. Separate the puzzle pieces by cutting along the dotted lines.

Cover with clear contact paper for longer durability.

B. To Use the Cards

Review the food groups with the children. Have them name the groups and a few foods from each food group.

Children can practice identifying foods from each of the food groups by:

- matching the shapes of the puzzle pieces.
- matching the dots on the puzzle pieces.

Food For Thought

Ask the children to pick one food puzzle piece from each of the food groups.

1 2 3 4

Fill It Up

To Know and Learn

Children will learn about the sources of water and that they need water to be healthy. Children will also practice observation skills by watching colored water move up celery veins.

Materials Needed

Fill It Up With Water Please poem see below
two glasses
red food coloring
water
two celery stalks (one that is wilted because it has not been refrigerated for several days)

Directions

Talk about our need for water with the children. Tell them that we need water everyday. Discuss the fact that we often forget how important it is to drink water. Describe the sources of water, including tap water, foods and beverages that we drink.

Trim one inch off the ends of each celery stalk.

Show the children the firm celery stalk and the wilted, droopy celery stalk.

Describe the need for water using the celery as an example. The celery that has water is strong and firm, but the celery that has lost too much water is softer and droopy.

Let them feel the firm and wilted celery stalk.

To show the children that we need water, set up a display of an empty glass and one glass filled with water. Ask the children to watch carefully.

Place the firm celery stalk into the empty glass. Ask the children if the celery is able to "drink" the water. Put the wilted celery stalk into the empty glass and ask the same question. Ask them if the celery makes noise when it drinks. Be sure to tell the children that the celery stalk looks wilted because it did not have any water to drink for a few days.

Put a few drops of red food coloring in the glass filled with water.

Place the celery stalks into the colored water and watch the colored water move up the celery stalks. Tell the children that this means the celery is drinking the water. After the wilted celery has soaked up some of the water and is no longer limp, ask the children to describe how the wilted celery stalk feels after it was given water to drink.

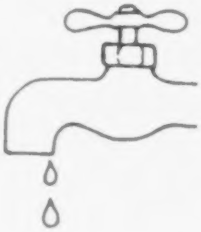
Read *Fill It Up With Water Please*, see below, to the children. Have them repeat each line until they know it well.

Ask the children how they might feel if they drank too little water (tired, weak and/or sick). Sing the *Body Building Train* song (page 7-5), especially verse six.

Food For Thought

Ask the children to name some sources of water.

FILL IT UP WITH WATER PLEASE



Water, water, water dear,
I love you water, never fear.
For every day I drink a glass,
I promise it won't be the last.

So fill it up, up to the top,
And I will drink the water
Every drop!
Water, water, water dear,
I love you water, never fear.

Good Eating

To Know and Learn

Children will practice sorting foods into the body building food groups by performing *The Good Eating Bop*.

Materials Needed

The Good Eating Bop on page 7-28
paper
crayons or felt tip markers
tape or safety pins

Directions

Review the body building food groups with the children using the train cars from the *Body Building Train* lessons.

Ask them to name several foods from each food group.

Have the children draw five food pictures (one from each of the food groups) and cut them out. (Food cards from other lessons or magazines, newspapers, seed catalogs and grocery store advertisements can be used.)

Show the children how to perform *The Good Eating Bop* on page 7-28. Have the children repeat each line until they know it well.

Have the children form a circle and perform the dance.

To prepare the children for the dance, tape or safety pin the food pictures on each child as follows:

right arm—fruit and vegetable picture
left arm—milk and dairy foods picture
right leg—meat, chicken, fish, eggs, dried peas and beans picture
left leg—grains, bread and cereal picture
trunk—extra food picture

When singing the song, have each child place the appropriate body part into or out of the circle and move as directed.

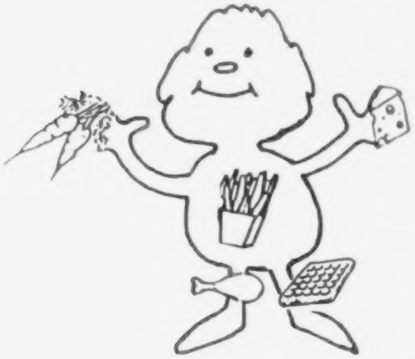
Repeat the dance until children know it well.

After the dance has ended, ask the children to name the food groups and place each picture in the correct train car.

If placing all of the pictures on each child is too difficult, divide the children into five (5) groups and have each group represent one of the food groups. Continue as directions indicate using the whole body rather than body parts.

Food For Thought

Ask the children to name examples of foods from each of the body building food groups.



THE GOOD EATING BOP

(can be sung to the tune of The Hokey Pokey)

Verse 1
I put my fruit in,
(put right arm in circle)

I put my fruit out,
(put right hand out of circle)

I put my fruit in and I shake it all about.
(put right arm in circle and shake it)

I do the *Good Eating Bop* and turn myself around,
(turn entire body around)

and that is what it is all about.
(clap)

Verse 2
I put my veggie in,
(put right hand in circle)

Verse 3
I put my meat in,
(put right leg in circle)

Verse 4
I put my milk in,
(put left arm in circle)

Verse 5
I put my bread in,
(put left leg in circle)

Verse 6
I put my extra in,
(put tummy in circle)

Verse 7
I put my foods in,
I put my foods out,
I put my foods in and I shake them all about.
I eat all of these foods and I cannot wait to say,

I know the *Good Eating Bop!*

Tossing For Good Health

To Know and Learn

Children will practice categorizing foods from the food groups and practice motor skills by playing the *Food Toss* game.

Materials Needed

six containers (for example, cardboard boxes or grocery bags)
food pictures (pictures from other lessons can be used)
construction paper
glue or tape
crayons or felt tip markers
scissors
empty paper towel or toilet paper roll
aluminum foil
rubber bands
dry rice, corn and/or beans

Directions

A. To Make the Food Toss Containers

Cover or decorate five (5) cardboard boxes or grocery bags with construction paper. The five containers can be color coded to represent the food groups:

Blue—milk and dairy foods
Green—fruit and vegetaBle foods
Red—meat, chicken, fish, eggs, dried peas and beans
Brown—Bread and cereal foods
Yellow—"sometimes" or extra foods

Containers can be decorated with food pictures or drawings of foods for each group. The inside of the boxes or bags could also be decorated, but the tops of the containers should be left open.

B. To Make the Food Toss Beacon (optional)

Use an empty paper towel or toilet paper roll.

Place dry rice, beans and/or corn in the paper towel or toilet paper roll and cover with aluminum foil. Put rubber bands over the ends to keep the aluminum foil in place.

Cover with paper and secure paper to the roll with glue or tape.

A bean bag could also be used.

C. To Use the Food Toss Containers

Review the food groups with the children. Have the children name several foods from each food group.

Place the five containers in a line. Put all of the food pictures in the sixth box. Have the children stand several feet from the boxes.

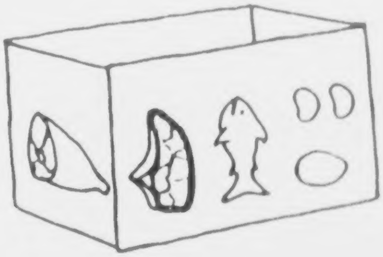
Ask the children to select one food picture from the container. Show the children the picture and ask them to name the food. Ask one child to pick up the paper towel roll and toss or place it in the *Food Toss* container representing the food group of the food picture selected.

Repeat until all the children have had a chance to play the game.

Real foods or their packages could be substituted for the food pictures.

Food For Thought

Ask children to sort food pictures by placing them in the appropriate food group container.



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Basic Eating Mural

To Know and Learn

Children will identify foods from the body building food groups and practice fine motor skills by making and then discussing a *Basic Eating Mural*.

Materials Needed

food pictures (sources include magazines, newspapers, seed catalogs and grocery store advertisements)
paper
bulletin board, blackboard or wall
glue or tape
crayons or felt tip markers
scissors

Directions

Review the body building food groups with the children.

Have the children name several foods from each group.

Ask the children to draw or cut out food pictures from one of the food groups.

Place the pictures on a larger sheet of paper using glue or tape. Label the paper to identify which food group the drawings or pictures represent.

Glue or tape this paper to a wall, bulletin board or blackboard.

After the mural has been completed, ask the children to answer the following:

What are the food groups?
What are some of the foods found in each food group?

Food For Thought

To determine whether children can identify foods from the food groups, have them name several foods from each group.

Food Plan Fun

To Know and Learn

Children will sing *Where Are The Food Groups?* to practice identifying body building foods that should be eaten every day.

Materials Needed

Where Are The Food Groups? song, see below
paper plate
crayons or felt tip markers

Directions

Discuss the body building food groups with the children.

Talk about why we need to select and eat body building foods from the food groups every day (to grow big and strong and to be healthy).

Read or sing *Where Are The Food Groups?* song, see below, to the children. Have them sing along with you, one verse at a time, until they know it well.

Distribute the paper plates and have the children draw a picture of one food on the paper plate. Repeat the song and have the children name foods that they have drawn which are in the food group being discussed. Continue until all of the groups have been discussed.

Food For Thought

Have the children name foods in each of the body building food groups.

WHERE ARE THE FOOD GROUPS?

(can be sung to the tune of Where is Thumpkin?)

Where are veggies?
Where are veggies?
On my plate, on my plate.
They are so nutritious,
They are so delicious,
Eat them up, eat them up.

Other Verses:

1. Where are fruits?
2. Where are breads?
3. Where are meats?
4. Where are fish?
5. Where are beans?
6. Where is chicken?
7. Where is cheese?
8. Where are extras?
9. Where are cereals?

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Foods On Parade

To Know and Learn

Children will practice identifying foods from the food groups by repeating the *Foods On Parade March.*

Materials Needed

Foods On Parade March, see below
paper
crayons or felt tip markers
small paper clips

Directions

Ask the children to repeat each line of the *Foods On Parade March*, see below, until they know it well. Have them name the body building food groups and identify foods from each food group.

Have the children select a food from one of the food groups. Ask them to make a paper bag food puppet. This can be done by drawing a food picture on the front of a paper bag. (The fold of the bag can be used to form the puppet's mouth.)

Let each child hold up their puppet for the class to see. Have them name the food they chose for their puppet and name its food group. Ask the children to practice moving the mouths of their puppets while repeating the *Foods On Parade March.*

Perform the *Foods On Parade March* by having the children march around the room while holding their puppets.

The puppets could also be displayed on a bulletin board.

Food For Thought

Name a food and ask the children to identify its food group.

FOODS ON PARADE MARCH

(can be sung to the theme song for Oscar Meyer Hot Dogs)

March foods, march foods
Foods we need to grow.
March foods, march foods
To grow and grow and grow and grow.
We eat the foods, we need to grow,
Each and every day.

March foods, march foods
Foods we need to grow.
Fruit and vegetable foods
To grow and grow and grow and grow.
We eat the foods, we need to grow,
Each and every day.

March foods, march foods
Foods we need to grow.
Meat, beans and chicken foods
To grow and grow and grow and grow.
We eat the foods, we need to grow,
Each and every day.

March foods, march foods
Foods we need to grow.
Bread and cereal foods
To grow and grow and grow and grow.
We eat the foods, we need to grow,
Each and every day.

March foods, march foods
Foods we need to grow.
Milk and dairy foods
To grow and grow and grow and grow.
We eat the foods, we need to grow,
Each and every day.

Planning To Feed Me Lotto

To Know and Learn

Children will identify foods in each body building food group by playing the *Planning To Feed Me Lotto* game.

Materials Needed

Planning To Feed Me Lotto boards on pages 7-50—7-53
Planning To Feed Me Lotto cards on 7-54—7-57
scissors
crayons or felt tip markers
heavy paper or cardboard
paper squares or other markers
clear contact paper (optional)

Directions

A. To Make the Planning To Feed Me Lotto Boards

Make copies of the *Planning To Feed Me Lotto* boards on pages 7-50—7-53 for each child.

Color the foods on the *Planning To Feed Me Lotto* boards using crayons or felt tip markers.

Glue or tape the boards to heavy paper or cardboard. Trim any excess paper.

Cover with clear contact paper to make the board more durable.

B. To Make the Planning To Feed Me Lotto cards

Color and cut out the *Planning To Feed Me Lotto* cards on pages 7-54—7-57. Cut along the dotted lines to separate the cards.

C. To Use the Planning To Feed Me Lotto game

Review the body building food groups with the children. Ask them to name foods found in each group.

Explain the *Planning To Feed Me Lotto* game to the children. Tell them that the object of the game is to cover all the squares on their board. A food picture on their Lotto board should be covered with a popcorn kernel, dried bean or paper square when the *Planning To Feed Me Lotto* card with that food picture is selected.

As each *Planning To Feed Me Lotto* card is selected, ask the children to name the food shown on the card and identify its food group.

When a child has all the squares covered, he or she wins that game. Ask the children to look at the winning *Planning To Feed Me Lotto* board and name each food that was covered and identify its food group.

Additional *Planning To Feed Me Lotto* boards and cards can be designed and used to make the game more exciting.

This lesson can also be used as an individual activity by allowing a child to match the *Planning To Feed Me Lotto* card with the square on the *Planning To Feed Me Lotto* board that has the same picture.

Food For Thought

Name one body building food group and ask the children to name foods in that food group.

☐

Shopping Feeds Me Fine

P

To Know and Learn

Children will practice selecting body building foods from the food groups by pretending to grocery shop at a classroom grocery store.

Materials Needed

empty food containers, packages and wrappers
shelves
basket, cart or grocery bag
paper
crayons or felt tip markers
tape or glue
food pictures (optional)

Directions

A. To Make the Classroom Grocery Store

Collect a wide variety of empty food containers, boxes, bottles, packages and wrappers. Be sure to include foods from all of the food groups including extra foods such as jams, jellies, candy, colas, honey and butter or margarine. Fruits and vegetables can be illustrated by food pictures, using the food picture cards from other activities or plastic food models.

Food items can be displayed on shelves, stacked on boxes or put on tables in one corner of the classroom.

Grocery bags, baskets, carts or wagons can be used as grocery carts.

B. To Use the Classroom Grocery Store

Review the importance of eating body building foods from the food groups with the children. Ask them to name foods from each of the food groups. Ask the children to identify places where we get the foods we eat. Talk about the farm, country store, cafeteria, restaurant, school, friends or relatives and the grocery store. Have the children raise their hands to show that they have been grocery shopping.

Have the children walk through the classroom grocery store and choose foods they would like to eat for lunch. Ask the children to put the foods in the basket, cart or bag.

After the shopping has been completed, review each food item selected and name its food group. Decide whether all of the food groups were represented. Ask the children to answer the following:

Name each food item.
Identify the food group of each food item.
Were body building foods from each food group included in the shopping selections? If not, how could the meal be improved?

Continually add new items to the classroom grocery store and allow the children to explore it at their leisure.

Food For Thought

Prepare a shopping basket with foods from only one food group and ask the children to determine which food group is represented. Or, for more advanced children, prepare a shopping basket that is missing foods from one food group and ask the children to determine which food group is not represented.

Plum Pan's Porridge Plan

To Know and Learn

Children will begin to understand the concept of energy balance by listening to *Plum Pan's Porridge Plan* story and discussing it afterwards. Children will also practice listening and creative play skills.

Materials Needed

Plum Pan's Porridge Plan story on pages 7-36—7-37
food and character pictures on pages 7-58—7-59
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and character pictures on pages 7-58—7-59.

Read *Plum Pan's Porridge Plan* on pages 7-36—7-37 to the children. Use the food and character pictures to illustrate the appropriate highlights of the story. The pictures can be attached to a flannel board, bulletin board, blackboard or wall with thumbtacks or tape. You may want to explain that oatmeal and porridge are very similar.

After the story has been read, ask the children the following questions:

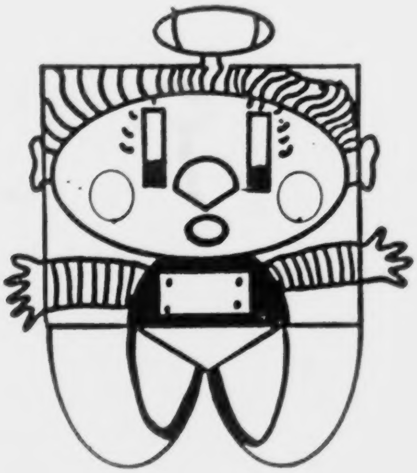
Who is Plum Pan?
Where did Plum Pan get lost?
Was Plum Pan hungry when she was lost?
Where did Plum Pan look for food?
What did Plum Pan find in the first cave?
What did Plum Pan find in the second cave?
What does porridge look like?
What does porridge taste like?
What did Plum Pan eat?
How did Plum Pan feel when she ate the large bowl of porridge?
What happened to Plum Pan when she ate all the food and did not work or play?
Did that happen when she ate just enough and went for a walk?
Whose porridge did Plum Pan eat?

Review the concept of energy balance with the children. Talk about how we need energy to fuel our bodies, but too much food combines with too little work or play causes us to gain unwanted weight. Tell them that we want to try to eat and exercise enough to grow taller and stronger.

Children could make oatmeal as an additional learning experience.

Food For Thought

Have the children act out the story describing how they feel when they eat too much food and do not get enough exercise and how they feel when they eat just enough and exercise.



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PLUM PAN'S PORRIDGE PLAN

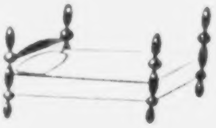
Plum Pan is a little robot from Marshland.

One day Plum Pan got lost and wandered through the woods looking for food. She passed beautiful wild flowers and walked around a large tree trunk. Soon she came to a place where she found some strange looking caves.

Plum Pan stopped to look in the caves. She thought she might find food there. And she was so hungry. She peeked into one of the caves. She didn't she anyone there so she slowly walked inside. But, nothing was there. So, she left that cave and went to explore another one. She entered another cave and found a spotlessly clean kitchen and two bowls of oatmeal!

"Yum," said Plum Pan, "I love oatmeal. It is light brown and tastes delicious. I would like to eat both of the bowls of oatmeal."

One of the bowls was very big and Plum Pan did not think she could eat all the oatmeal in that bowl. But she was so hungry! So she did. Ooooh, what a mistake! Plum Pan got a stomach ache. She laid down on the ground and eventually went to sleep. When she woke up she was surprised to find it was hard for her to move around. She had gained weight.

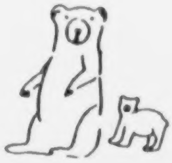


"Too much food and not enough work or play," sighed Plum Pan. "I'd better be careful or I may gain too much weight."

So Plum Pan went for a walk. She walked and walked and walked. Plum Pan walked so far she was hungry again. She decided to go back to the cave and eat the smaller bowl or oatmeal.

"Mmm," said Plum Pan. "This oatmeal tastes good and it is just enough for me. I'm not hungry anymore and I haven't had too much to eat."

Just at that moment Plum Pan heard noises in the cave. "Grrrowl, I am hungry Baby Bear," came the voice in the cave. "Grrrowl, I am hungry too Pappa Bear," came another voice in the cave. "I am glad I left those bowls of oatmeal on the table."



Plum Pan cried, "Oooh-nooo!" and was so scared that she ran right out of the cave and into the woods. "It's a good thing I ate just enough food and not too much food," said Plum Pan as she ran through the woods. "Otherwise I would not be able to run so fast! I did not see any bears in that cave," thought Plum Pan. "I did not know they were there. And, I ate the bear's oatmeal!" Plum Pan could not wait to get home and tell her friends she ate oatmeal that belonged to bears.

Balancing Act Mural

To Know and Learn

By making a *Balancing Act Mural*, children will demonstrate that they understand the need to balance food intake with work or play.

Materials Needed

paper
glue, tape or thumbtacks
bulletin board, blackboard or wall
crayons or felt tip marker
food and activity pictures (optional, food pictures can be taken from other lessons or cut out of magazines, newspapers, seed catalogs or grocery store advertisements)

Directions

Review the concept of energy balance with the children. Talk about the need to balance food intake with work and play activities. Ask the children to give examples of body building foods they eat. Have them name different ways we use energy (for example, swallowing, breathing, eating, running, jumping or playing). Point out that too much work or play and too little food will make us lose weight, but too little work and play and too much food will make us gain unwanted weight.

Make a *Balancing Act Mural* by having the children draw or cut out pictures of their favorite body building foods and work and play activities.

After they have finished drawing or cutting out the pictures, glue, tape or thumbtack them to a mural titled, *"The Balancing Act."*

Ask the children to identify the body building foods and work or play activities displayed on the mural.

Pictures that the children draw can also be used to make a mobile.

The concepts taught in this lesson may be too complex for many preschool children.

The following books can be used to further explore the need to balance exercise and eating:

Yummers! (J. Marshall, Houghton Mifflin, Boston, 1973).

Please Don't Feed Horace (M. Young, The Dial Press, New York, 1961).

Winnie-The-Pooh Meets Gopher (A. Milne, Western Publishing, New York, 1972).

Eat! (D. Paterson, The Dial Press, New York, 1975).

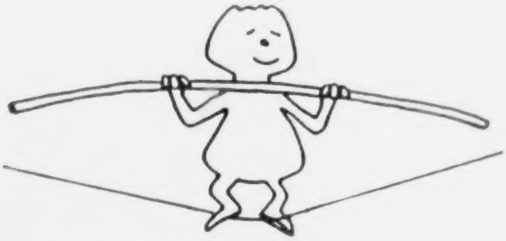
The Fattest Bear In First Grade (B. Robinson, Random House, New York, 1969).

Winnie-The-Pooh: A Tight Squeeze (A. Milne, Golden Press, Wisconson, 1976).

Gustav The Gourmet Giant (L. Gaeddert, The Dial Press, New York, 1976).

Food For Thought

Ask the children to name examples of work and play activities and some body building foods they eat. Ask them to give reasons why we need to eat body building foods (for energy to work and play and to grow bigger and stronger and to stay healthy).



Feed Me Five

To Know and Learn

Children will practice grouping foods by making food group reminder cards and a bulletin board.

Materials Needed

paper
crayons, felt tip markers or paint
glue, tape or thumbtacks
bulletin board, blackboard or wall
food pictures (optional, pictures from magazines, newspapers, seed catalogs or grocery store advertisements can be used)

Directions

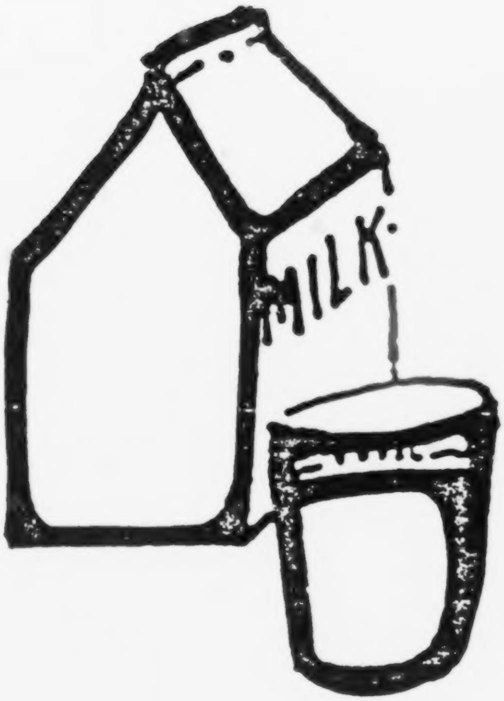
Review why we need to eat foods from each of the body building food groups everyday. Discuss foods that are found in each of the food groups. Ask the children why we need to eat foods from each of the body building food groups (so that we can grow big and strong and be healthy).

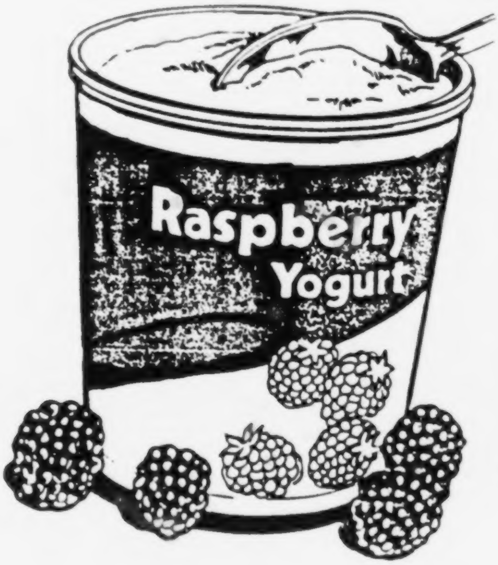
Have the children draw or paint pictures of themselves eating from the food groups each day. Place these drawings on a bulletin board, blackboard or wall. Title the drawings, *"I Eat Five Every Day."*

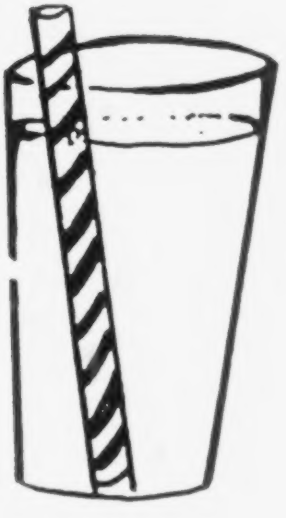
Have the children make reminder cards that they can take home to show others that they know eating foods from each of the food groups every day is important. Write at the top of each child's card, ***"I need to eat fruits and vegetables every day"*** (or milk and dairy foods; or meat, fish, poultry, eggs, dried peas and beans; or bread and cereal foods). The children can decorate the reminder cards with pictures of foods that they drew or they can cut them out of seed catalogs, magazines, newspapers or grocery store advertisements as desired.

Food For Thought

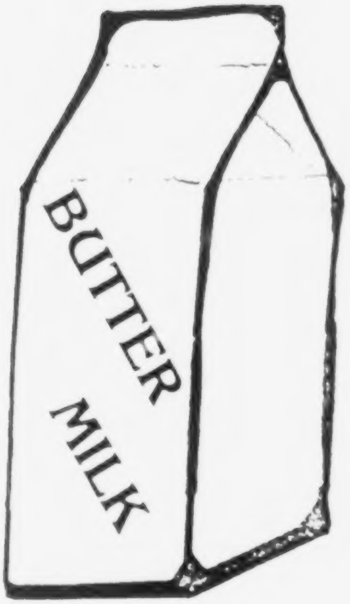
Ask the children to name a food from each body building food group.

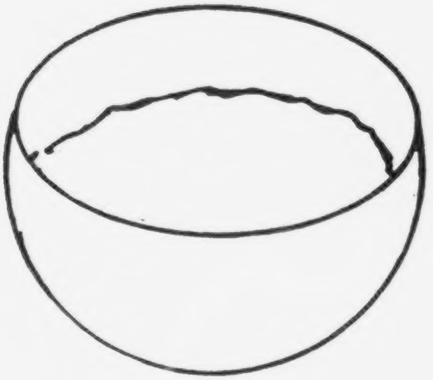



Raspberry
Yogurt

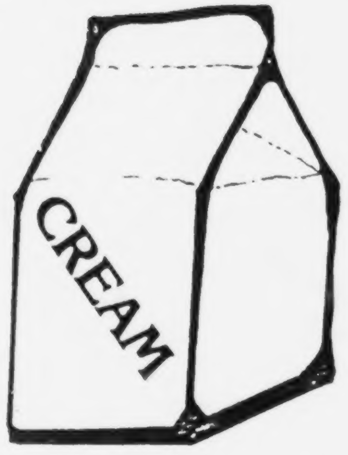


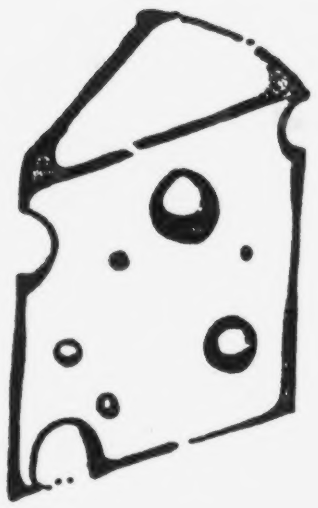
MILK SHAKE

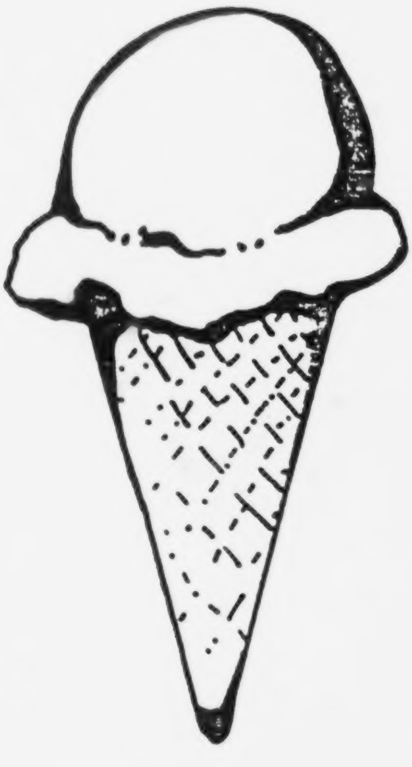

BUTTER
MILK



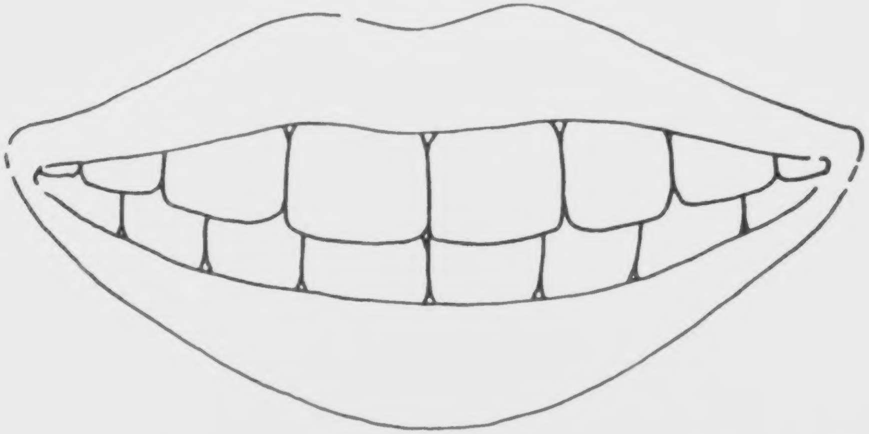
PUDDING



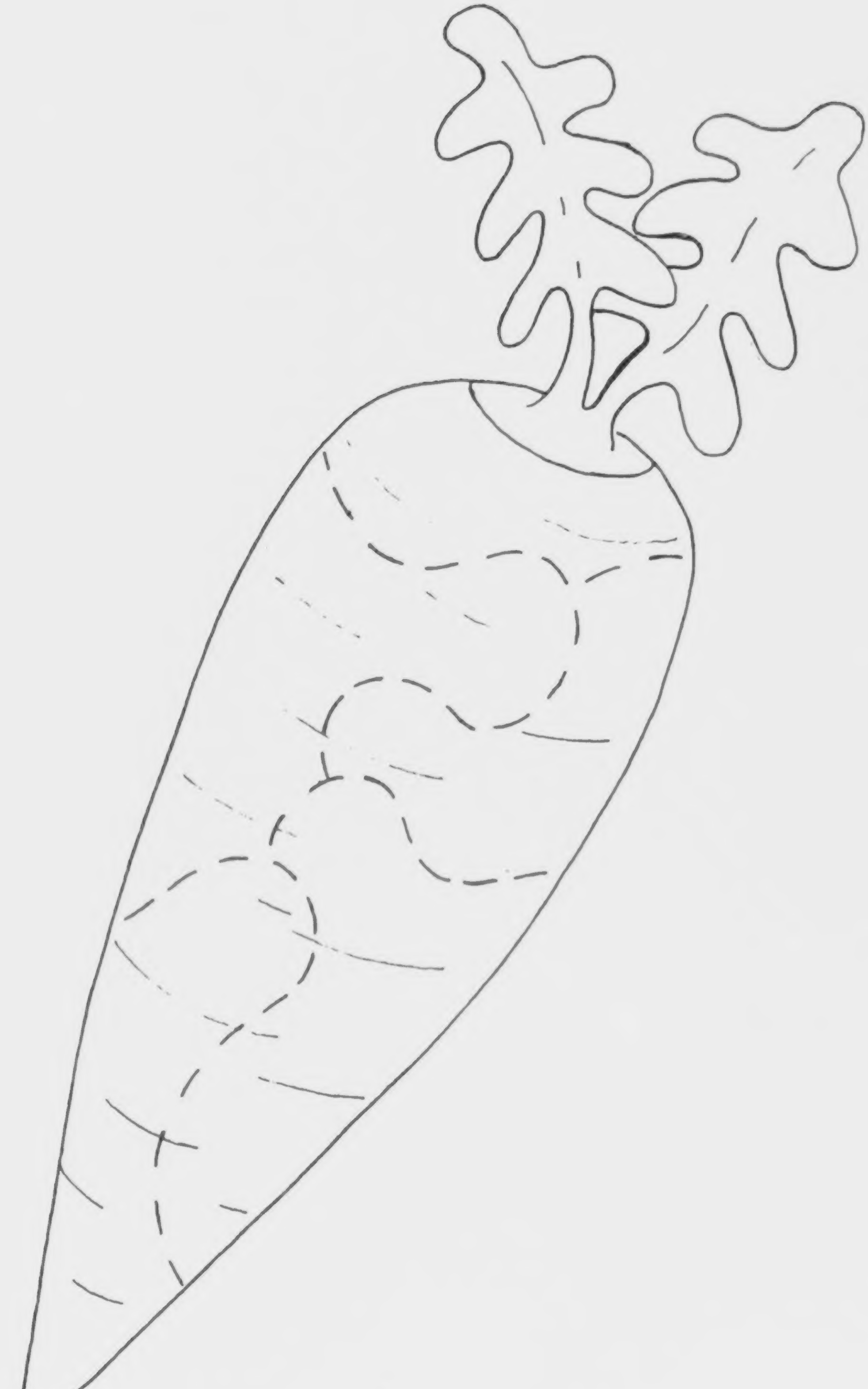




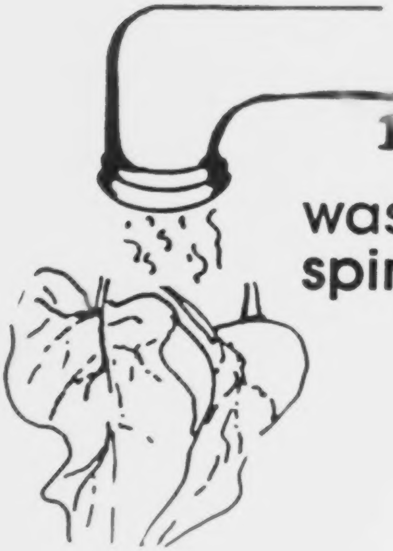
TOOTH BADGE PATTERNS



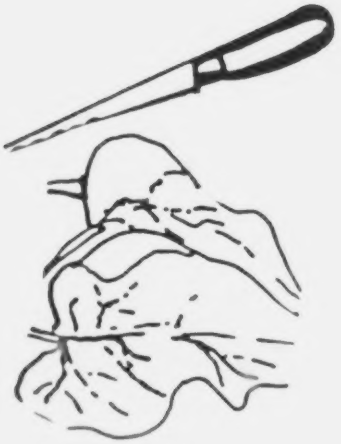
*Taken from Head Start Dental Health Curriculum.



TACO TWISTS

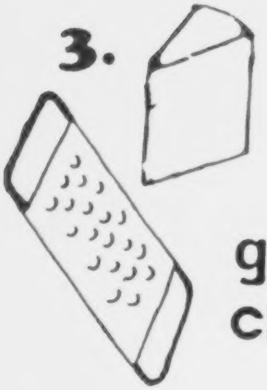


1. wash spinach

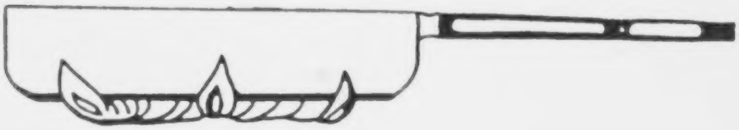


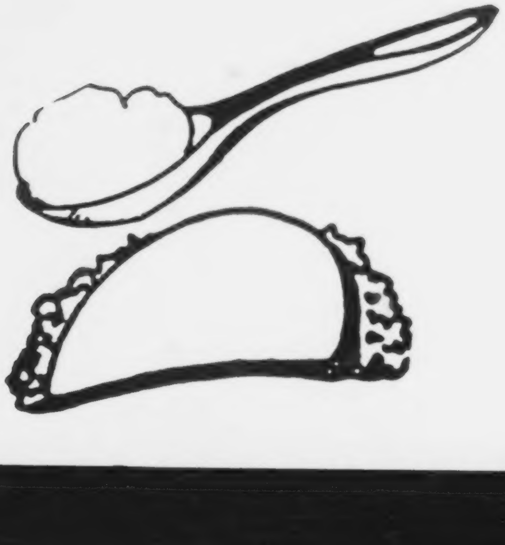
2. chop

3. grate cheese



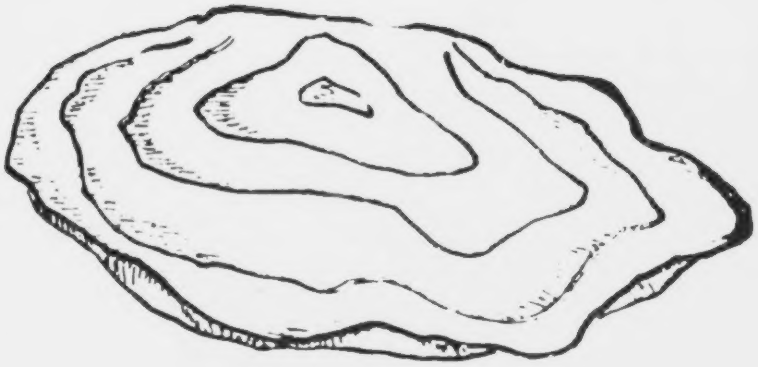
4. brown beef 1 lb.



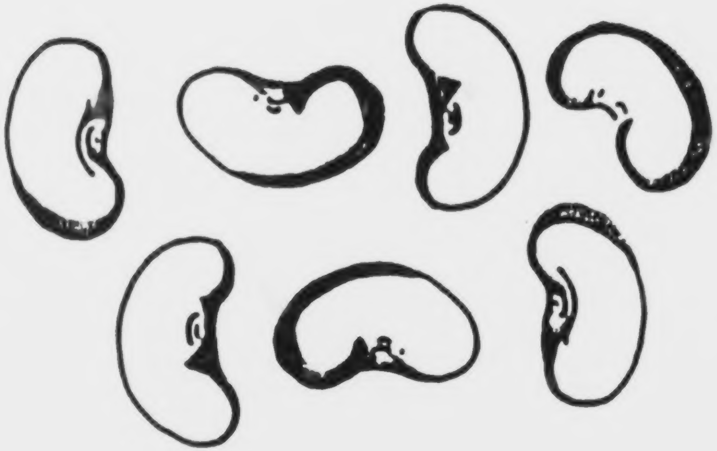


5. top

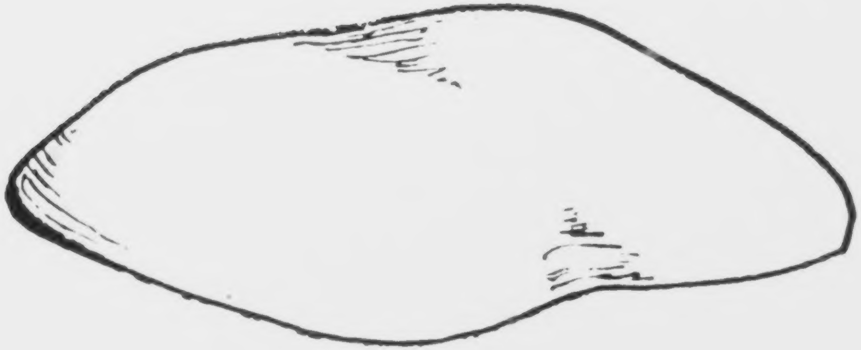
6. heat in oven 5 minutes



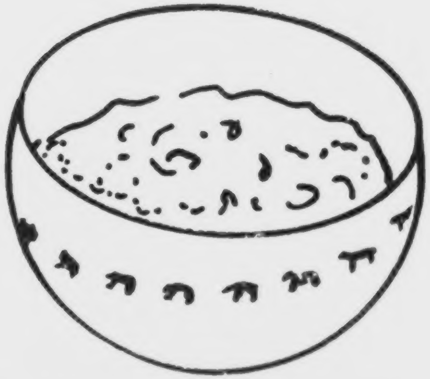
oysters



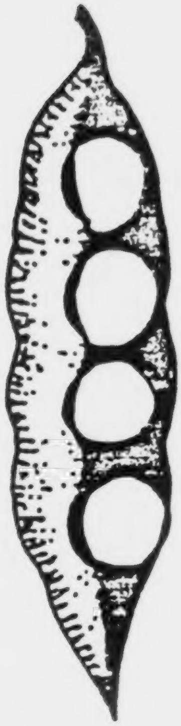
dried beans



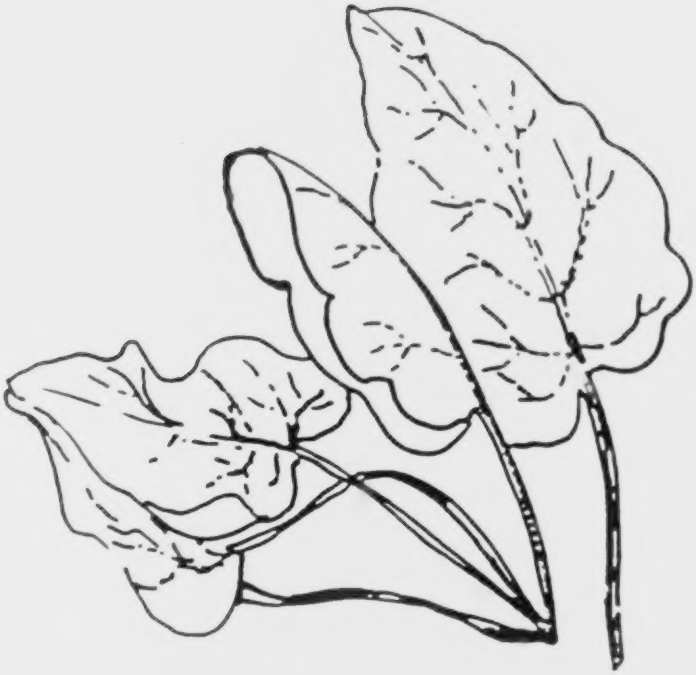
liver



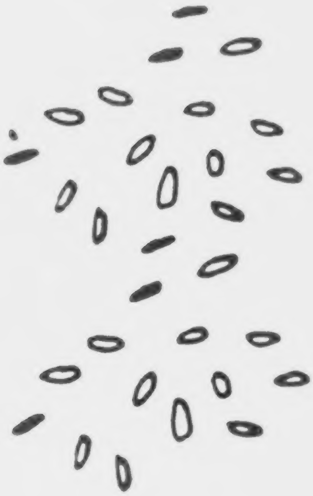
whole grain or enriched cereal



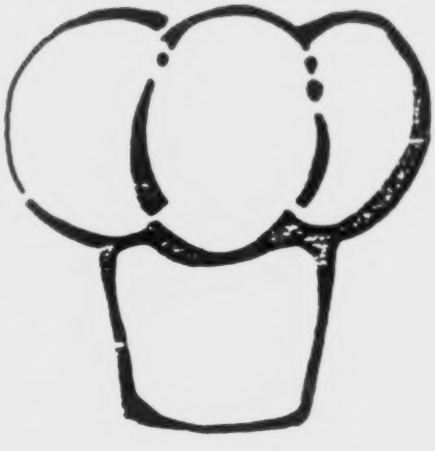
dried peas



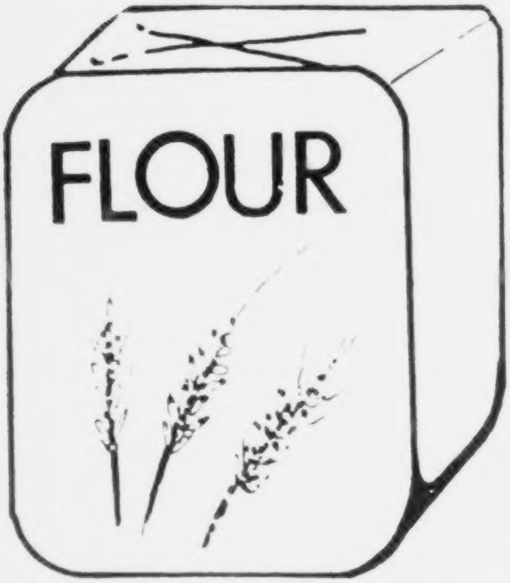
spinach



enriched rice



whole wheat roll



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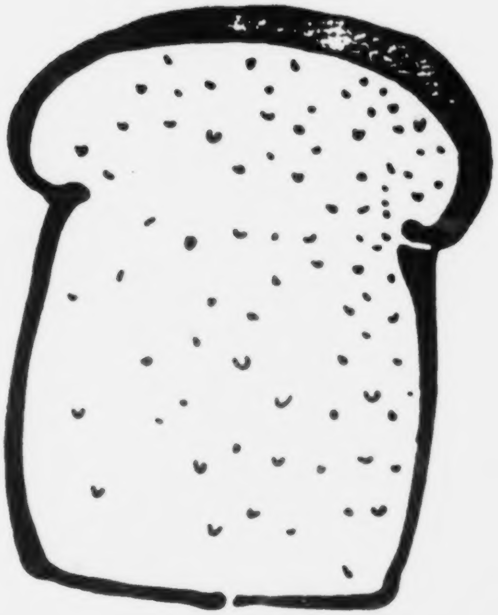

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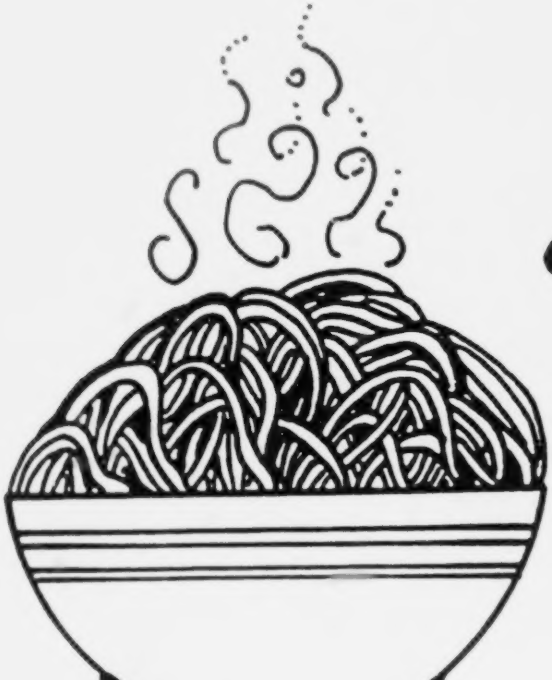
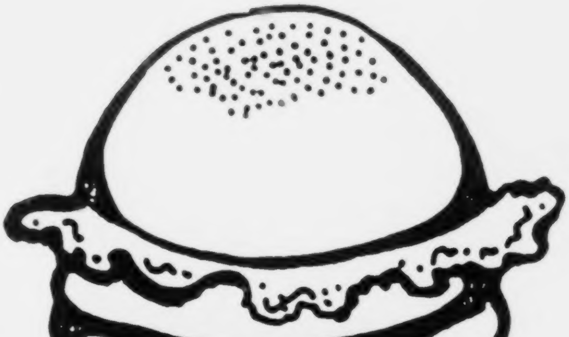
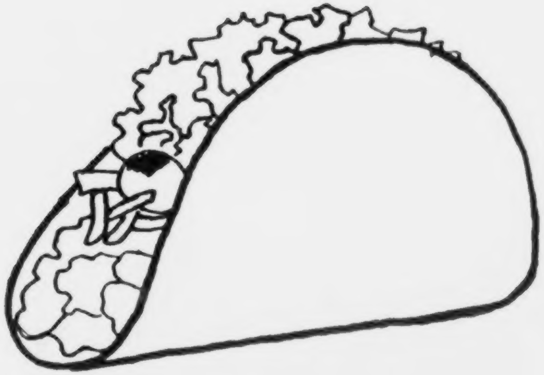
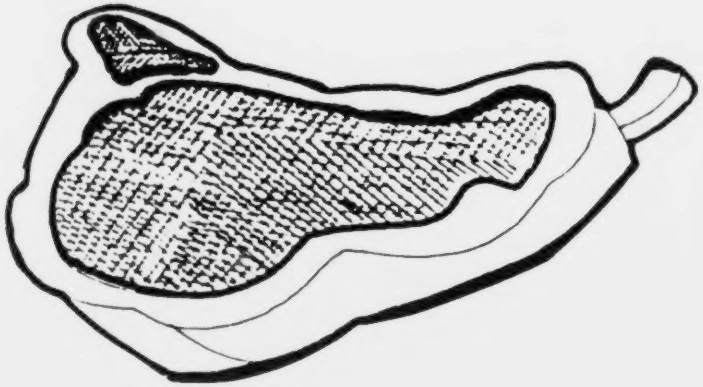


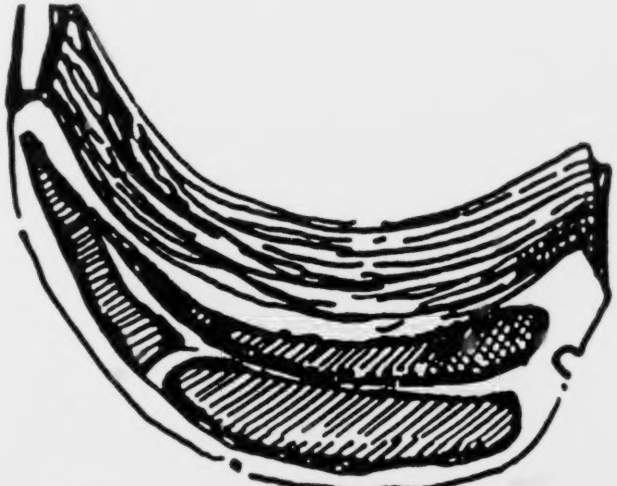


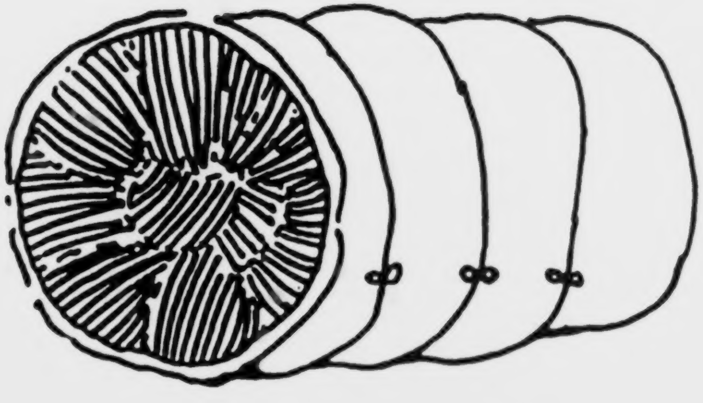
spaghetti with meat sauce



taco







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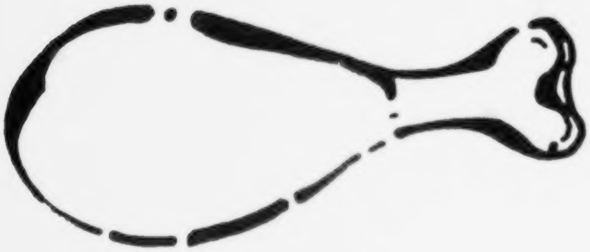

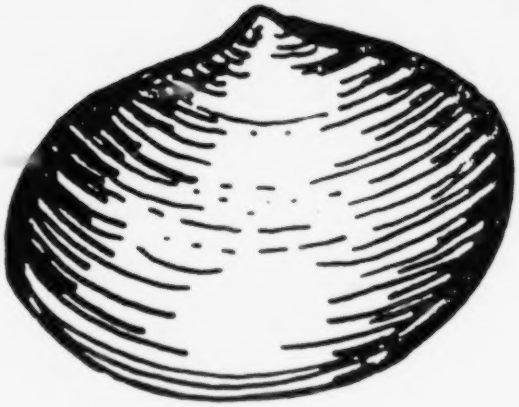

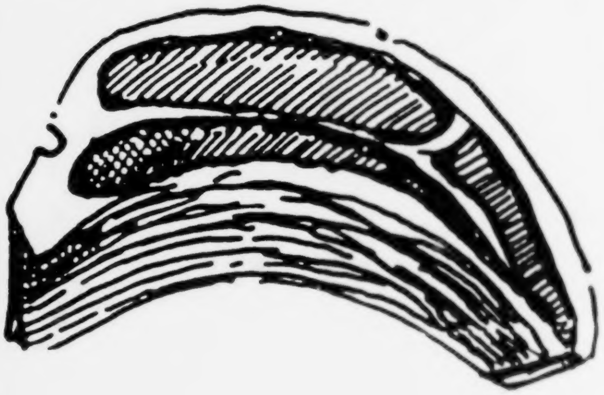

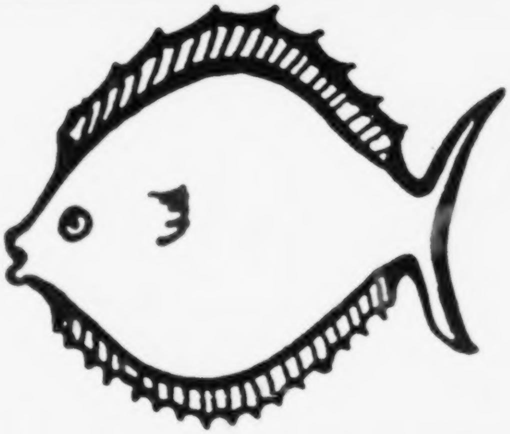

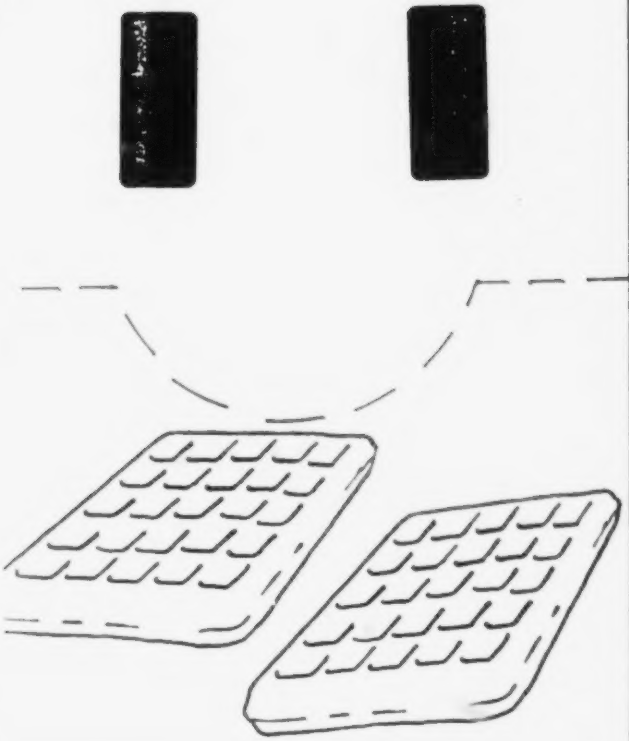

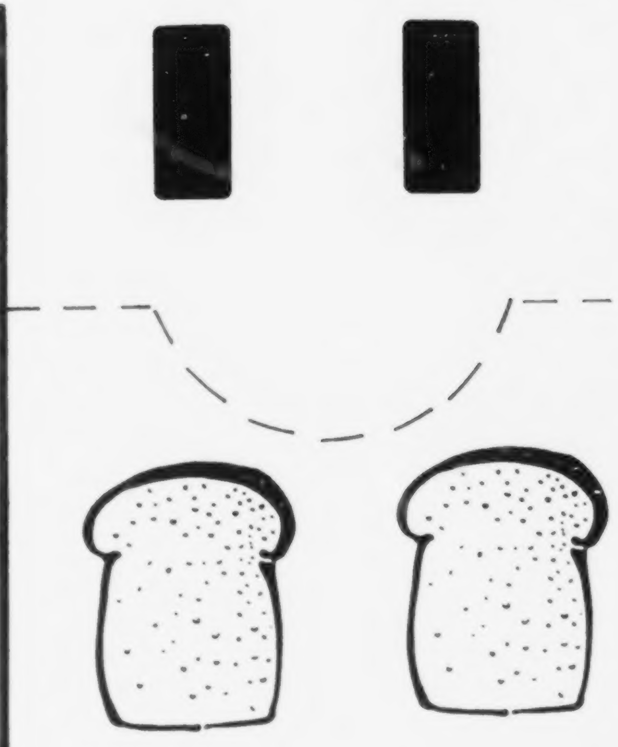

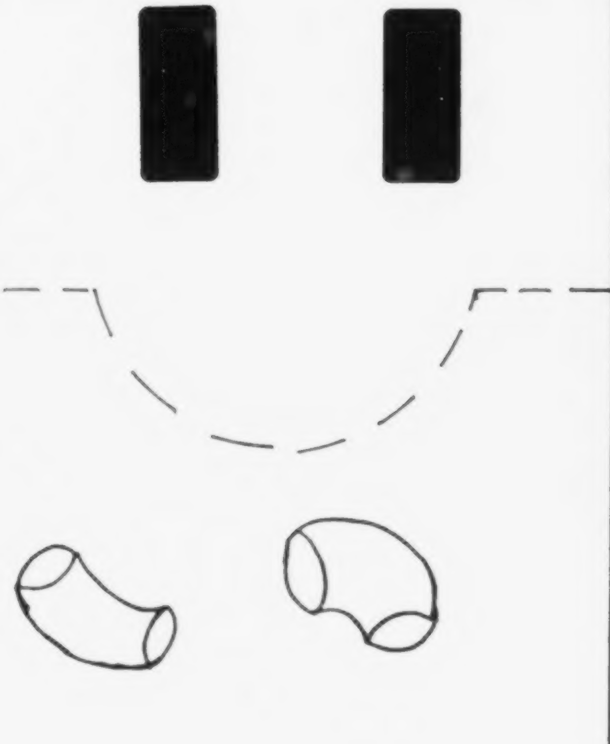

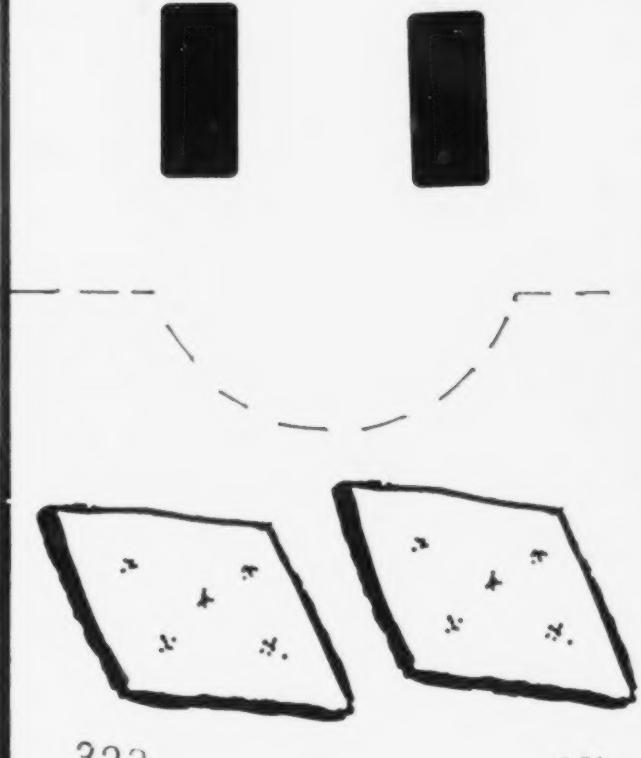

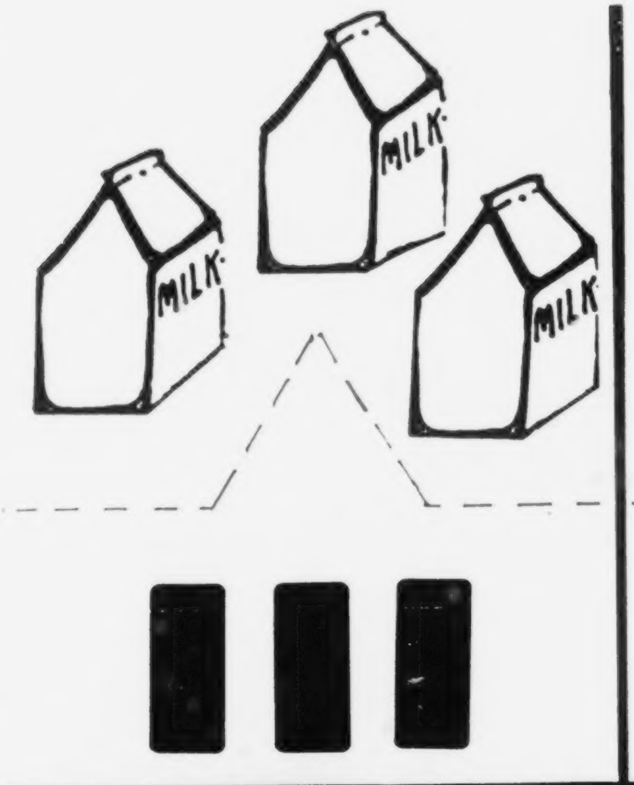
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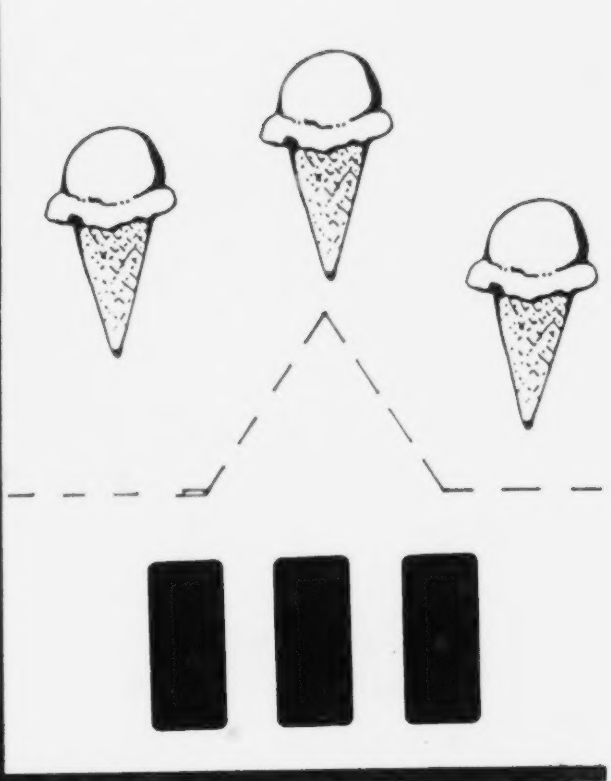

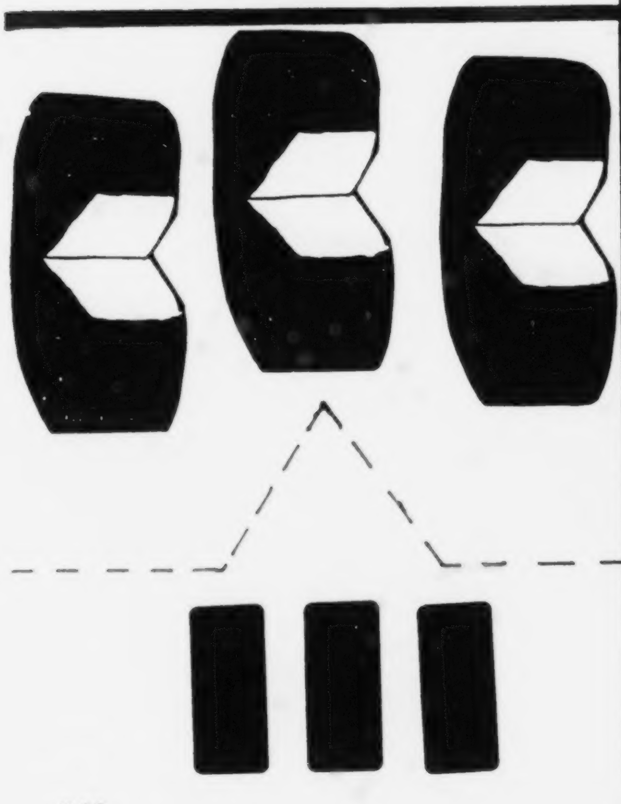

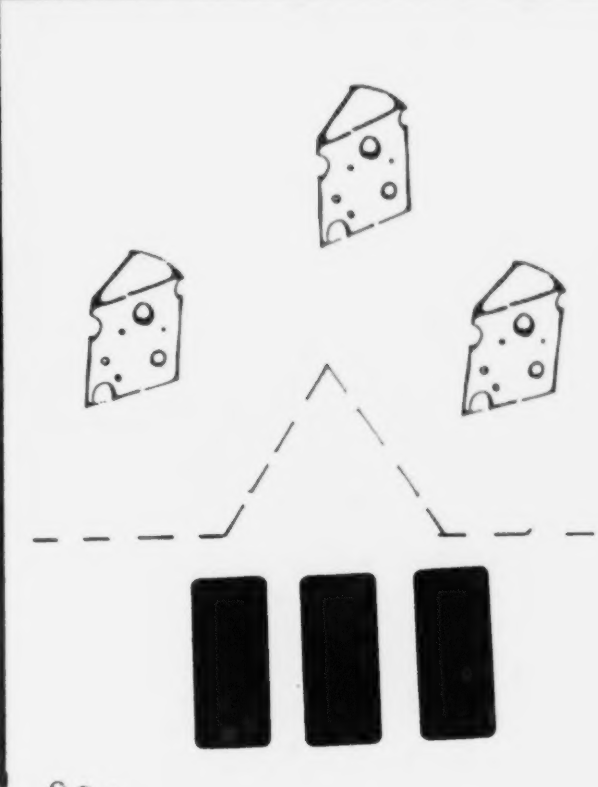

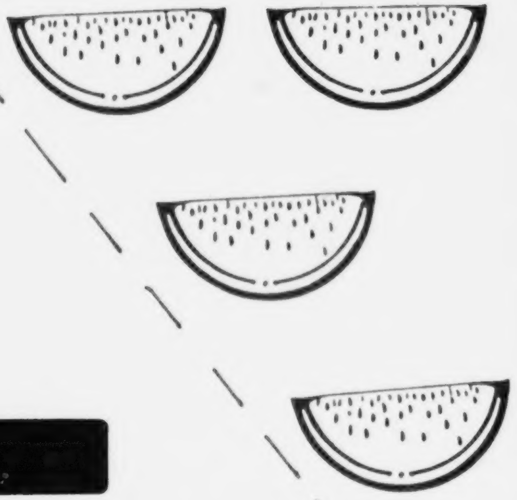

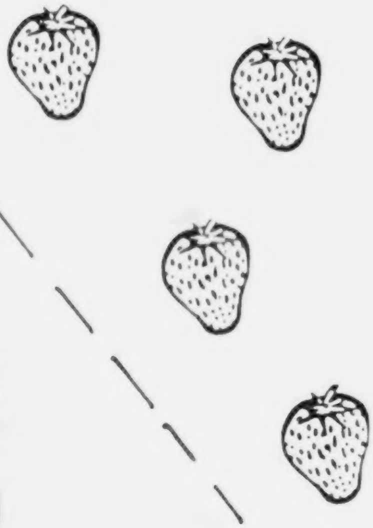

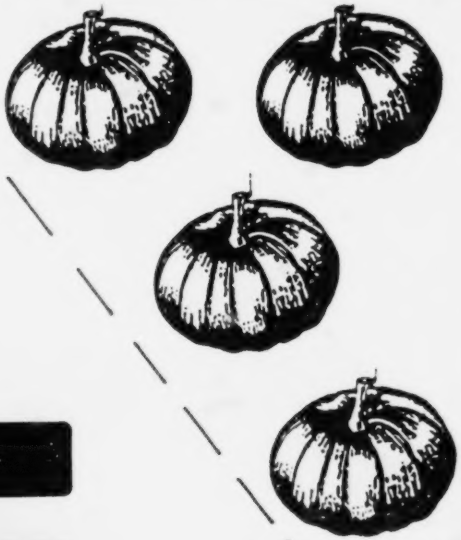

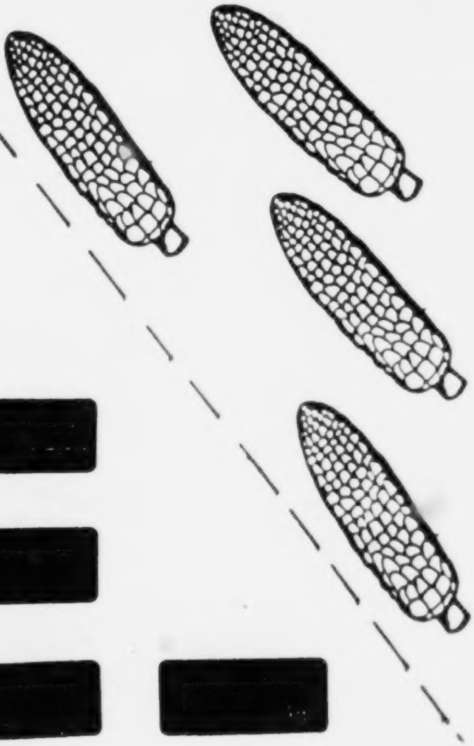

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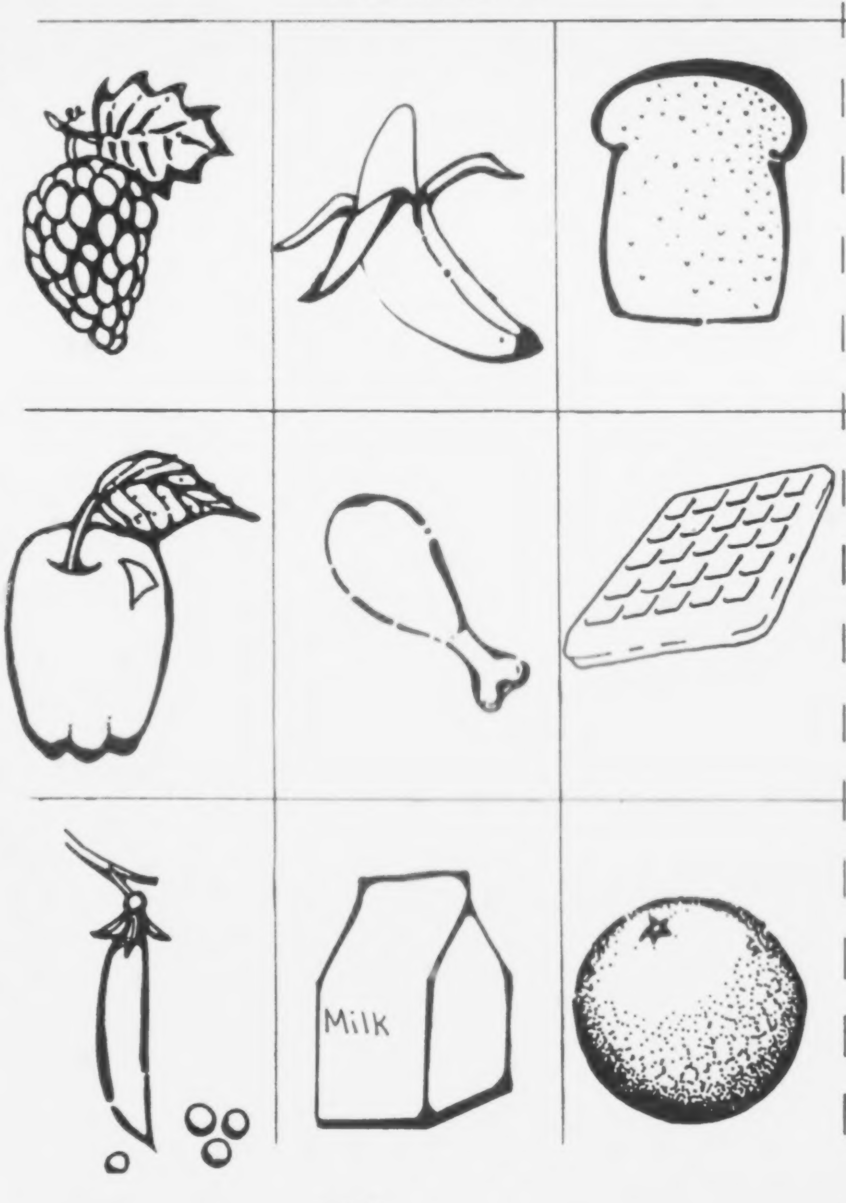

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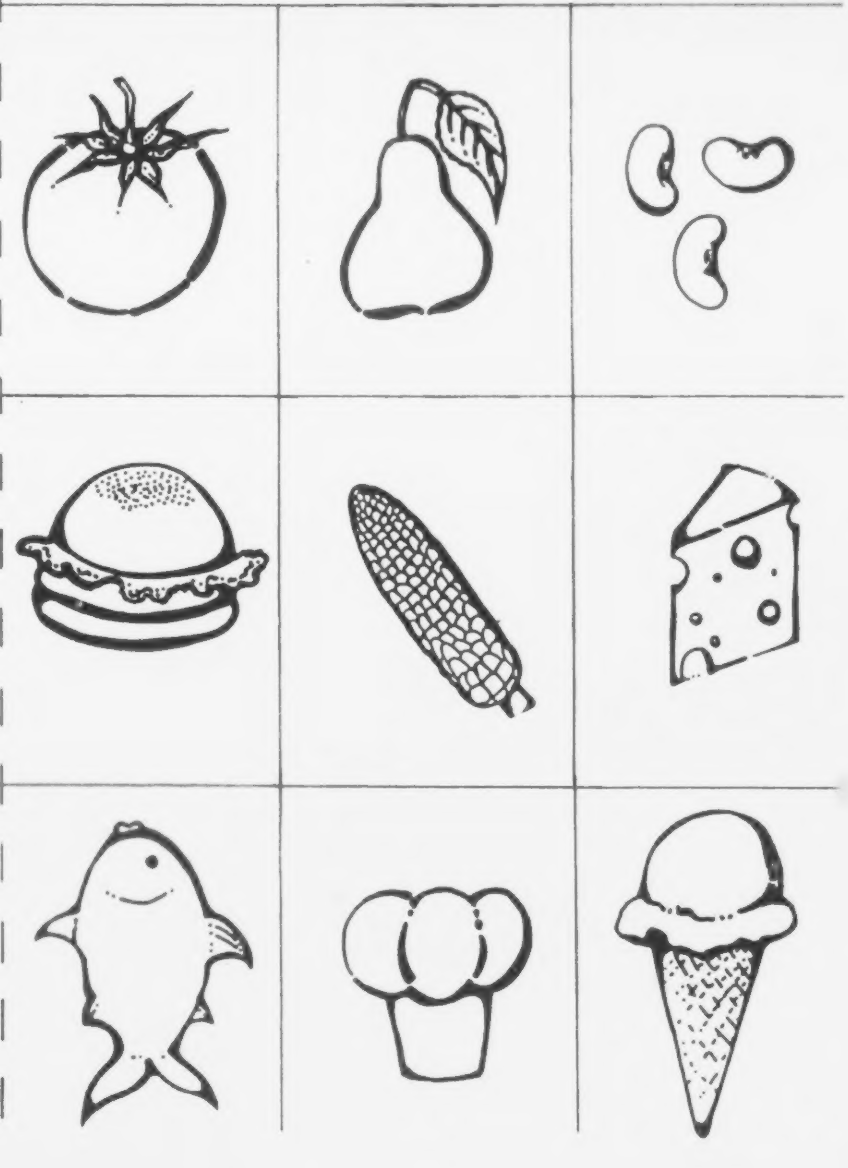

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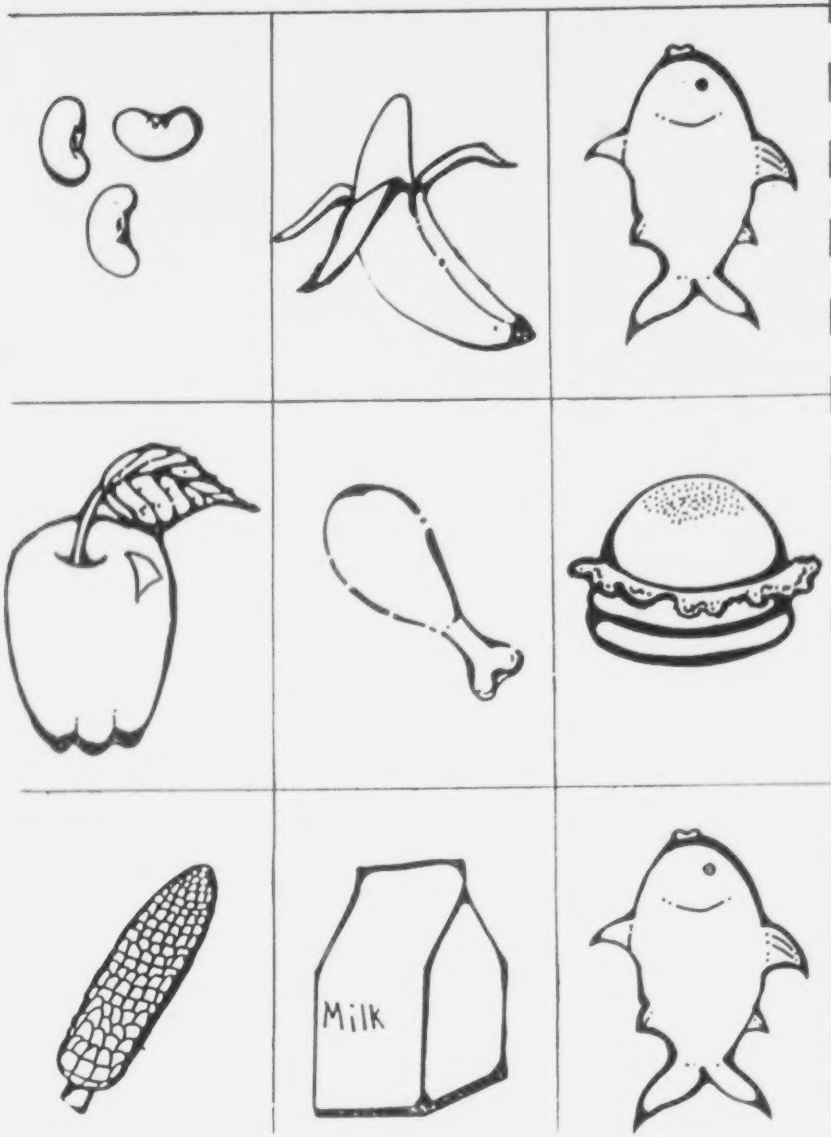

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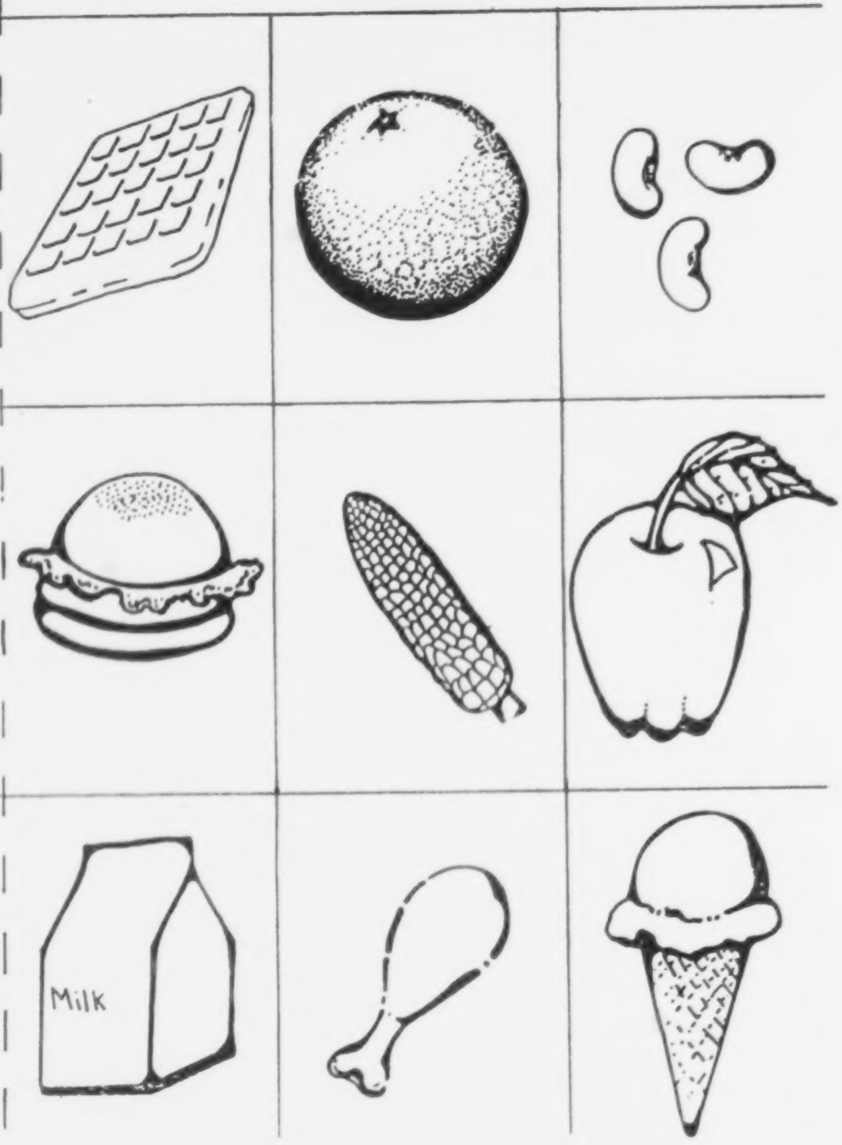

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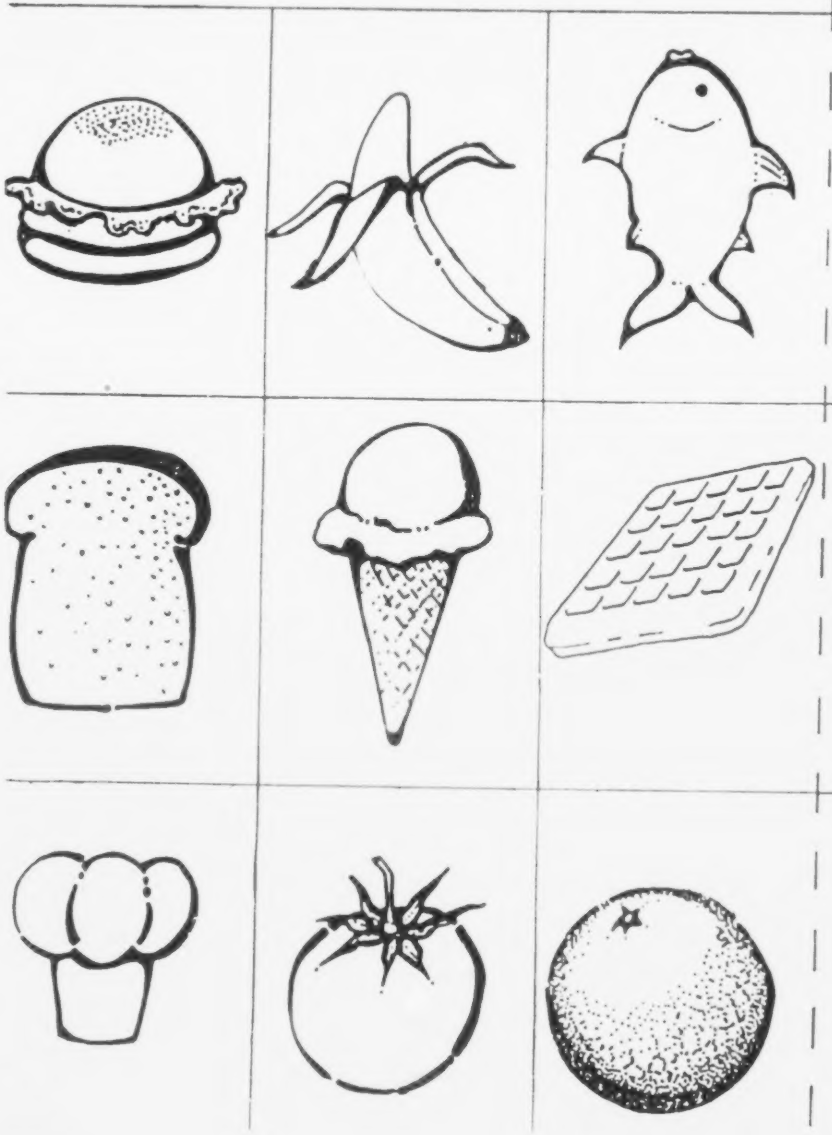

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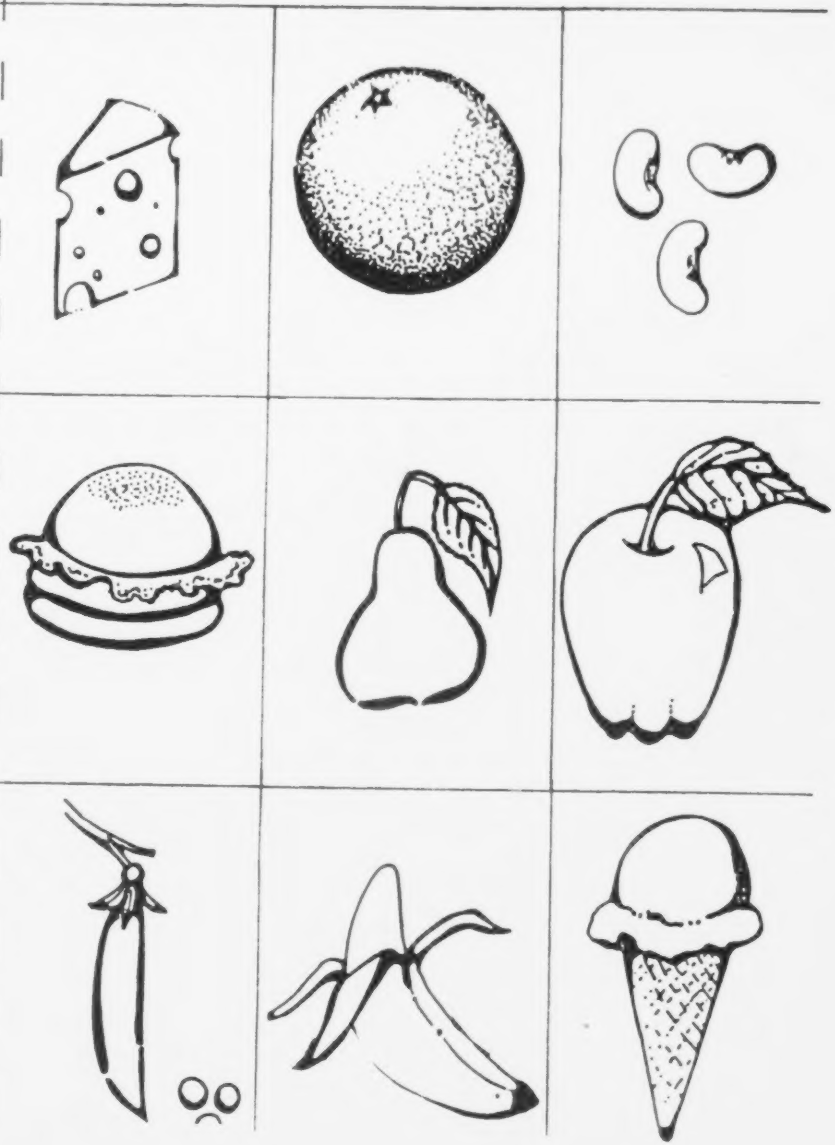

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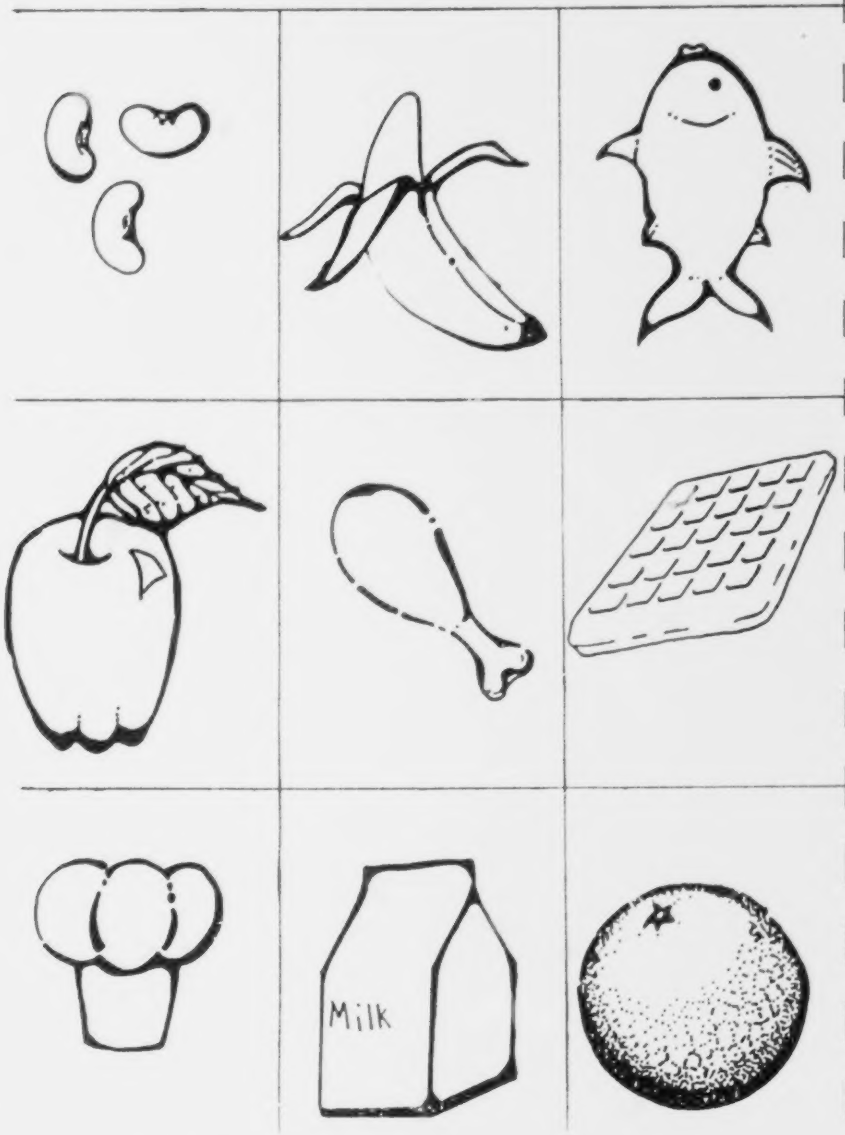

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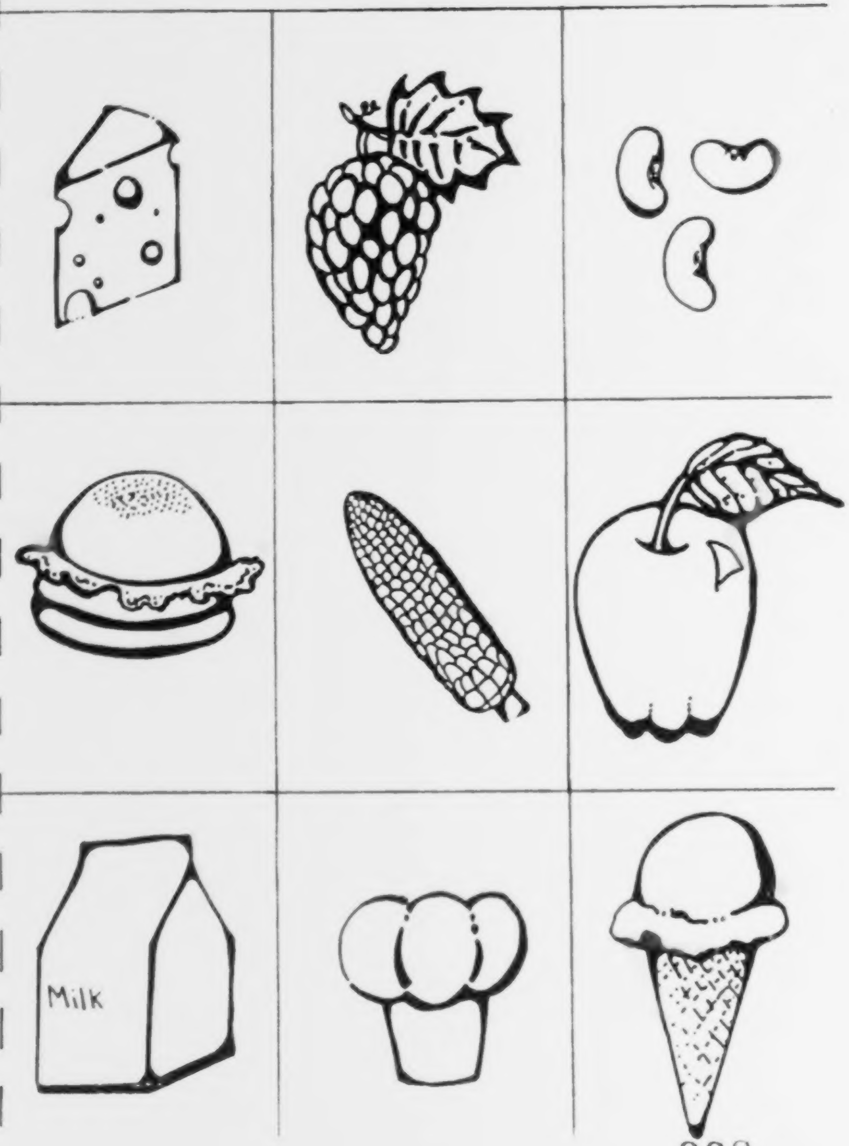

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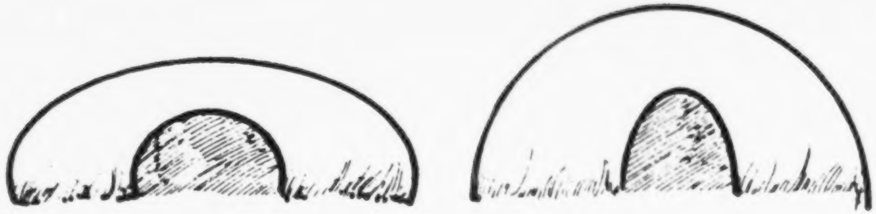

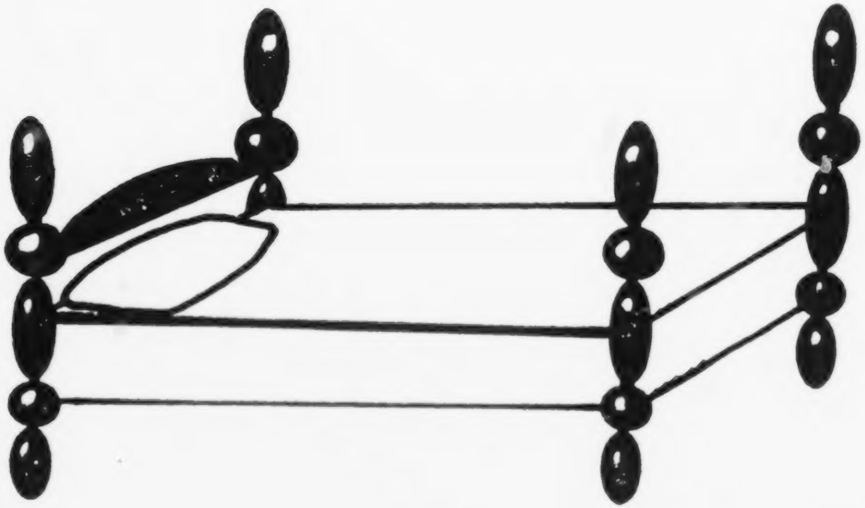

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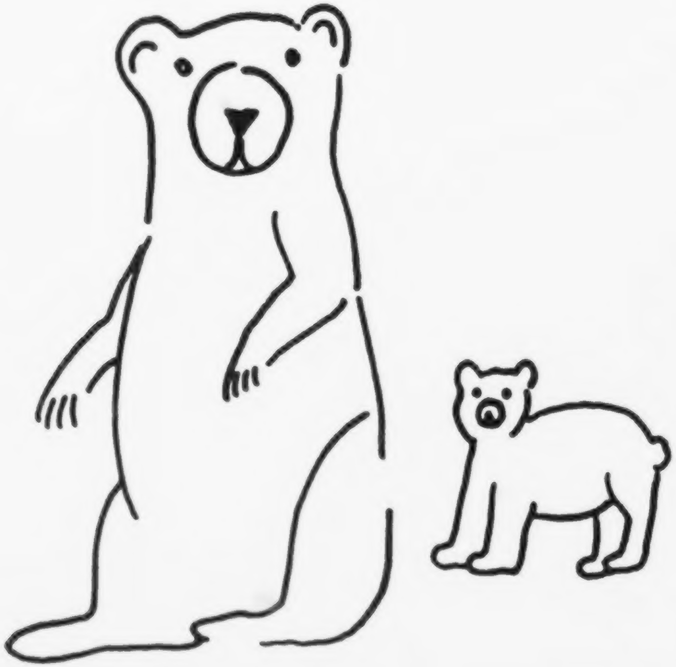

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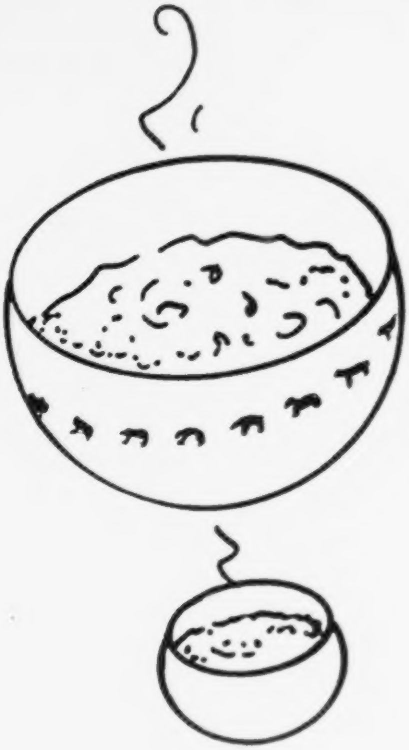

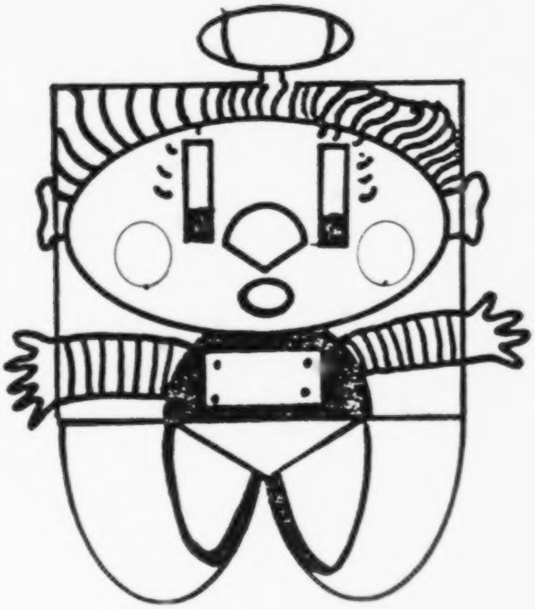

UNIT 8

Eating the Basic Way

To Know and Learn

I need to eat body building foods several times each day to grow big and strong.

Children need to select and eat body building foods several times each day. Young children are growing rapidly and need to eat body building foods that provide energy and nutrients. Because their nutrient needs are so high, young children can not afford to eat too many pies, cakes, chips and soft drinks which provide energy but very few nutrients.

Teacher Know How

One of the most important jobs of preschool parents and teachers is to use their energy and skills to help guide children toward achieving their full physical, social, emotional and intellectual potential. Parents and teachers can guide children to feel good about themselves and develop desirable habits.

In nutrition education, parents and teachers can help children learn and practice desirable eating habits at snacktime, breakfast and other mealtimes. The establishment of good eating habits early in life can contribute to a life of health and vitality.

Preschool children are curious and learn best when they actually perform a task or experience something firsthand. Head Start teachers can create many situations in which children can learn through their own discoveries. In nutrition education, preschool teachers must remember that preschoolers are beginning to develop an understanding of the world around them. Knowing how to experience and appreciate new things in their world using their senses is an important skill.

Healthy breakfasts and snacks are especially important for young children. Children should start each day with a good breakfast. A good breakfast can be more than just cereal, juice and toast. Omelets, beans, rice, leftover pizza or hash, cottage cheese and fruit, muffins and juice or pancakes with fruit are other good breakfast ideas. A breakfast of body building foods helps young children to be alert in the morning and ready to learn. A good breakfast is the first step on the path to learning. Children also need body building foods at other times. These body building foods help active, growing children get the energy and nutrients they need to help them grow bigger and stronger.

Snacks are an especially important part of the young child's diet. Preschool children have small stomachs so they usually cannot meet all of their energy and nutrient needs just with foods eaten at mealtimes. So, foods selected for snacks should provide nutrients and energy. Also, snacks should be planned with the day's meals in mind. Good snack selections are essential and challenging. Body building snack ideas include cheese and crackers, fresh fruits and vegetables, raisins and nuts. It is important that preschool children learn to choose and eat body building foods for every meal and snack. Young children can use the food groups to help with the selection of body building snacks.

Objectives

Children will learn that body building foods help our bodies to grow bigger and stronger.

Children will learn that they need to eat a variety of body building foods several times each day.

Children will practice selecting and eating body building foods several times each day.

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Feeding Alfonzo, Bernie and Fernando

To Know and Learn

Feeding the Three Pigs will help children learn that eating a variety of body building foods several times each day is important for good health. They can also practice listening and dramatic play skills.

Materials Needed

Feeding the Three Pigs story on pages 8-3—8-5
food and story pictures on pages 8-15—8-17
flannel board, bulletin board, blackboard or wall
thumbtacks or tape
crayons or felt tip markers
scissors

Directions

Color and cut out the food and story pictures on pages 8-15—8-17.

Review with the children why we need to eat several meals each day (to give us energy and nutrients to grow big and strong and be healthy). Ask them to describe how they feel when they miss breakfast, lunch, dinner or snacktime.

Read *Feeding the Three Pigs* on pages 8-3—8-5 to the children. To illustrate the story highlights, thumbtack or tape the food and story pictures to a flannel board, bulletin board, blackboard or wall when appropriate.

After the story, ask the children to answer the following:

What were the pig's names?
What did Alfonzo eat for breakfast?
How did he feel in the morning?
How did he feel the rest of the day?
What did the children eat for breakfast?
How do you feel when you eat breakfast?
How do you feel when you do not eat breakfast?
Did Bernie eat breakfast?
What did Bernie eat the rest of the day?
How did Bernie feel when he ate those foods?
What did Fernando eat all day?
How did Fernando feel when he ate those foods?
Why did Alfonzo build a straw house?
Why did Bernie build a stick house?
What kind of house did Fernando build?
Whose house couldn't the wolf blow down?
Did Alfonzo and Bernie learn to eat right?
How do they eat now?

Food and story pictures could be enlarged several times and be used as costumes by the children during a dramatic play.

The story could also be modified to show that the wolf who ate Alfonzo's and Bernie's food became weak and could not blow the brick house down. After Fernando and the other pigs show the wolf how to eat properly, they all become friends and live together peacifully and healthfully.

The following books, learning kit and filmstrip can be used to further develop the concepts of this lesson:

Bread And Jam For Francis (R. Hoban, Harper and Row Publishers, New York, 1964).

Socks For Supper (J. Kent, Parents Magazine, New York, 1978).

The Very Hungry Caterpillar (E. Carle, World Publishing Company, New York, 1970).

Kim Likes To Eat (Yakima Home Economics Association, P.O. Box 2424, Yakima, Washington 98902).

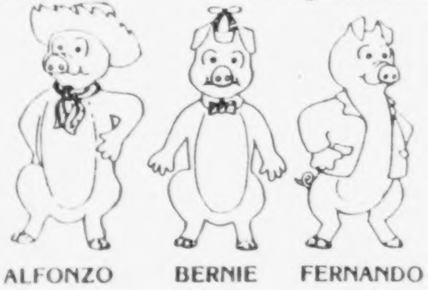
Gregory The Terrible Eater (M. Sharmat, Scholastic Book Service, New York, 1980).

A Child's Garden Of Learning (Weight Watchers International, Inc., 800 Community Drive, Manhasset, New York 10030, 1979).
Learning kit

Nutrition For Little Children filmstrip (Educational Activities Inc., P.O. Box 392, Freeport, New York 11520, 1973).

Food For Thought

Ask the children to act out *The Three Pigs* and to describe why they need to eat body building foods throughout the day.



FEEDING THE THREE PIGS

Once upon a time there were three little pigs. The first little pig, *Alfonzo*, never ate his breakfast. He was always sleepy in the morning and no matter what was fixed for him, he would not eat breakfast.

ALFONZO

What do you like for breakfast? That sounds good to me, but *Alfonzo* would never eat that for breakfast. Do you know what happened to that pig? He was always tired. He did not have energy to run and skip and jump. He could not think clearly or put puzzles together.

The second pig, *Bernie*, always ate his breakfast. But after breakfast, he always munched on foods like potato chips and cup cakes. He had "giddy up & go" in the morning, but ran out of energy by the end of the day. He did not know that he needed good food all day long to have fun with his brothers and friends.

BERNIE

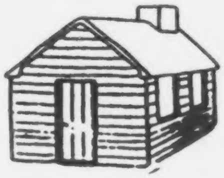
The third pig, *Fernando*, was really smart. He always ate a variety of foods all day and started his day with breakfast. He always made sure that he ate enough vegetables, fruits, breads, milk and meat at breakfast, lunch and dinner.

FERNANDO

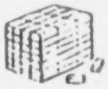
Now that we know the three pigs, *Alfonzo, Bernie and Fernando*, we can talk aBout them. When they were old enough, they went to seek their fortunes. The first pig, *Alfonzo*, who was really tired after walking about five steps, met a farmer with some straw.

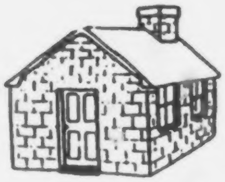
"Please, sir", he said, "will you give me some straw to build a house?" The farmer gave *Alfonzo* some straw. The first pig used the straw to build a house. He built the house quickly so he could take a nap. When the house was all finished, he went to sleep.

The second pig, *Bernie*, met a woodcutter with a bundle of sticks. "Please, sir", he ask, "may I have some sticks to build a house?" The wood cutter gave him some sticks and the second little pig began to build his house of sticks. He spent the morning building his house because he still had energy from his breakfast. After his morning work he too needed a nap and went to sleep.



Finally, the third little pig, *Fernando*, met a bricklayer with a load of bricks. "Please, sir", he asked, "may I have some bricks to build a house?" The bricklayer gave him some bricks and the third little pig built his house of bricks. It took him several days to lay all the bricks the right way. But the third pig did not get tired because (why?) he ate good food all day long.



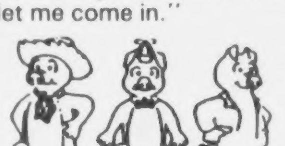


The three little pigs were in their houses when a nasty, old wolf came to the first pig's house built of straw. He knocked on the door. "Little pig, little pig, let me come in," said the wolf. "No, no", cried the first little pig. "Go away! I am not going to let you in."

Then the wolf said, "Then I will huff and puff and blow your house in." The wolf blew and knocked down the straw house. *Alfonzo* ran as fast as he could to *Bernie's* house of sticks with the wolf close behind him. But *Alfonzo* did not have much energy, so it was really hard for him to reach *Bernie's* house before the wolf caught him. *Bernie* heard *Alfonzo's* cries for help and quickly let him into his house. Again the wolf said, "Little pigs, little pigs, let me come in." "Go away! We are not going to let you in!" cried *Alfonzo and Bernie*. The wolf said, "I will huff and puff until I blow your house in." And he did.

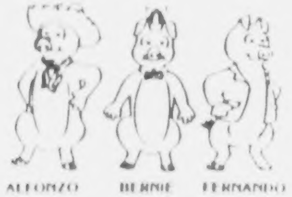
ALFONZO
BERNIE

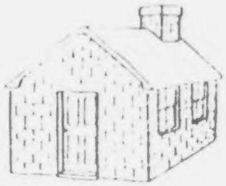
The two little pigs ran as fast as they could to the third little pig's house of bricks. *Fernando* heard their cries for help and quickly opened the door for them. They barely made it through the door before the wolf arrived. They were so tired! The wolf again said, "Little pigs, little pigs, let me come in."



"No, no! We will not let you in!" cried the three pigs. The wolf really wanted to catch the three little pigs so he decided to climb up onto the roof and go down through the chimney. The pigs heard him coming down the chimney and Fernando quickly took the lid off the big pot of water on the fire. Splash! The wolf fell into the pot of hot water. He jumped up and ran howling out the door, never to return to bother the three little pigs again.

Fernando invited his two brothers to stay with him until they built new homes made of bricks. While they were at his house, *Fernando* made beautiful breakfasts, luscious lunches and super suppers. Soon *Alfonzo* and *Bernie* had enough energy from the good body building foods to make their own homes and play all day. When *Alfonzo* and *Bernie* moved to their own brick houses, they decided to eat body building foods for breakfast, lunch, dinner and snacks.





The Feed Me Rock

To Know and Learn

By singing *The Feed Me Rock* song, children will discover that they need to eat body building foods several times a day.

Materials Needed

The Feed Me Rock song, see below
paper, placemats or paper plates
crayons or felt tip markers

Directions

Talk about why it is important to eat body building foods several times each day (to grow big and strong and be healthy). Ask the children to name the major mealtimes and snacks. Have them describe these as the times when we eat body building foods.

Read The Feed Me Rock song, see below, to the children. Have them repeat each line until they know it well.

Sing the song and ask the children to answer the following questions:

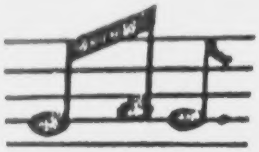
When do we eat?
What do we eat during these meal times?
Why do we need to eat body building foods during these meal times?

Ask the children to draw a picture of themselves eating breakfast, lunch or dinner on a piece of paper, placemat, or paper plate.

Display the drawings around the room.

Food For Thought

Ask the children to name the major mealtimes and times when they could eat snacks. Explain why it is important to eat body building foods (to grow big and strong and be healthy).



The Feed Me Rock

(can be sung to the tune of Rock-A-Bye-Baby)

Feed me some good food,
(rock to melody)

Three times a day.
Start off with breakfast,
(swing arms to the right)

I am on my way.
Cannot wait until lunchtime
(point to clock or watch on wrist)

Food is so good.
Add dinner and
I will grow as I should.
(bend down and lift arms over head)

Breakfast With the Stars

P

To Know and Learn

Children will learn about the importance of eating breakfast everyday by singing the *Breakfast Stars* song. They will also practice reading readiness, counting and fine motor skills by preparing *Zucchini Muffins*.

Materials Needed

Breakfast Stars song, see below
Zucchini Muffins picture recipe on page 8-18
oven or toaster oven
zucchini
oil
honey
flour
baking powder
salt
cinnamon
bowl
spoons
muffin tins
walnuts (optional)

Directions

Talk about why it is important to eat a good breakfast (to grow big and strong and be healthy). Also talk about the variety of good breakfast foods. Ask the children to name some body building foods they could eat for breakfast.

Discuss why we can eat foods, such as cereal, toast, muffins, sandwiches, spaghetti, beans, milkshake drinks, pizza, cottage cheese and fruit, vegetables or leftovers as part of a good breakfast.

Sing *Breakfast Stars*, see below. Repeat each line until the children know it well.

Review the *Zucchini Muffins* picture recipe on page 8-18 with the children until they understand the directions for making the muffins. Have the children:

- grate the zucchini* and add to other ingredients in bowl
- stir well and pour into greased muffin tins
- bake at 375° for 15 minutes

After the *Zucchini Muffins* are baked, serve and eat them.

Ask the children the following questions:

What foods were used to make the *Zucchini Muffins?* Could *Zucchini Muffins* be eaten for breakfast?

What other foods could you eat with *Zucchini Muffins* to make a good breakfast?

The following filmstrip can be used with this lesson:

Nutrition Education Filmstrips For The Preschool Grades (Break The Fast) (The Polished Apple, 3742 Seahorn Drive, Malibu, California 90205, 1976).

Food For Thought

Ask the children to name people who should eat breakfast. Also have them name foods that are a part of a good breakfast.

* An adult may need to grate the zucchini, especially if a metal grater is being used.

BREAKFAST STARS

(can be sung to the tune of Frere Jacques)

I eat breakfast. I eat breakfast.
(point to self)

So should you. So should you.
(point to others)

We should all eat breakfast,
(open arms wide)

Every day,
Every day.

⇨

Breakfast Today

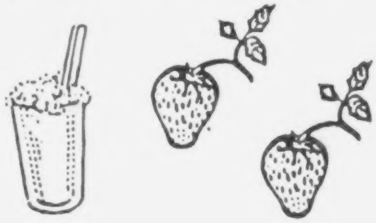
P

To Know and Learn

By singing the *Breakfast Today* song, children will know that eating a good breakfast is important. They will also understand that many different foods can be a part of a good breakfast. Fine motor, reading readiness and counting skills can be practiced by making *Breakfast Moon Slushes.*

Materials Needed

Breakfast Today song, see below
Breakfast Moon Slush picture recipe on page 8-19
milk
fresh fruit (for example: banana, peach, strawberry, coconut, pineapple, blueberry or watermelon)
wheat germ
ice cubes
blender
knife
cutting board
spoons
paper cups



Directions

Review why it is important to eat a good breakfast everyday. Describe good breakfast ideas that the children may not be familiar with, such as muffins, pizza, sandwiches, cottage cheese and fruit and milk shake drinks. Describe breakfast ideas that can start the day off right.

Sing *Breakfast Today*, see below, to the children. Have them repeat each line until they know it well. After they sing the song, ask them to answer the following questions:

When do we eat breakfast?
How many times a day do we eat breakfast?
Do we need to eat breakfast every day?

Review the *Breakfast Moon Slush* picture recipe on page 8-19.

Have the children explain all of the steps for making the drink. Have the children:

- pour milk into blender
- add wheat germ and pieces of fresh fruit
- blend together
- add crushed ice* and blend until smooth

Serve the *Breakfast Moon Slushes* to the children in paper cups and ask them to answer the following questions:

What foods were used to make the *Breakfast Moon Slushes?*

What is the shape, color, origin and food group of each ingredient?

Could we eat *Breakfast Moon Slushes* for a good breakfast?

The following books and poster can be used to further explore the concepts of this lesson:

Tigger And Breakfast (A. Milne, E. P. Dutton and Company, New York, 1958).

Green Eggs And Ham (Dr. Seuss, Random House, New York, 1958).

What Did You Have For Breakfast This Morning? poster (National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018).

Food For Thought

Ask the children when they should eat breakfast. Have them name good breakfast selections.

---

* Ice can be crushed by placing ice cubes into a clean paper bag and hitting the ice cubes with a hammer or mallet.

BREAKFAST TODAY

(can be sung to the tune of
Twinkle, Twinkle Little Star)

Breakfast, breakfast,
On my way,
Breakfast, breakfast,
Every day.
In the morning to start me right,
Breakfast is such a wonderful sight.
Breakfast, breakfast every day,
I eat Breakfast once a day.

Breakfast Beauties

To Know and Learn

Children will identify a variety of foods that are part of a good breakfast by creating a *Breakfast Beauties bulletin board*. Children will also practice reading readiness and fine motor skills.

Materials Needed

paper
bulletin board, blackboard or wall
glue or tape
crayons, felt tip markers or paint
scissors
food pictures (optional, pictures from other lessons can be used)

Directions

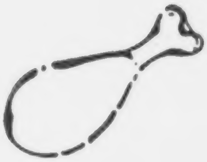
Review the variety of body building foods that can be eaten for a good breakfast.

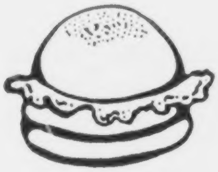
Have the children draw or paint pictures of foods that they could eat for breakfast.

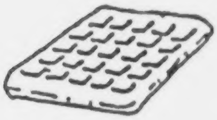
Glue or tape the drawings to a large sheet of paper with *Breakfast Beauties* written at the top. Have the children name some of the foods included in the picture.

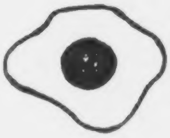
Food For Thought

Tell the children to pretend that they are making breakfast for themselves. Ask them to name the foods they would prepare.









Snackin' Good

To Know and Learn

Children will be able to recognize good snack selections by listening to the *After School Snacker Chant* and making a *Snacking Good Diorama*. This lesson will also help children practice listening and fine motor skills.

Materials Needed

After School Snacker Chant, see below
food pictures (pictures from other lessons can be used)
construction paper
small boxes (for example: shoe or oatmeal boxes)
glue or tape
crayons or felt tip markers
scissors

Directions

Name body building foods that make good snacks. Include foods such as fruits, vegetables, milk, cheese, yogurt, other dairy products, grains, breads, cereals, nuts, seeds, beans, meat, poultry, fish and eggs.

Read *After School Snacker*, see below, to the children. Have them repeat each line until they know it well.

Have the children make a *Snacking Good Diorama*. To do this the children should:

- draw or cut out pictures of foods that make good snacks.
- glue or tape the pictures to the inside edges of the box.
- cut a hole at one edge of the box. Make the hole just large enough to look through with one eye.

After the children have made their dioramas, have them show the class and name some of the snack foods they included in their project.

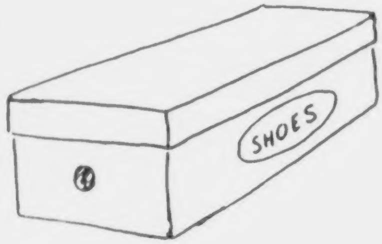
Children could make their drawings into a collage or mobile instead of a diorama.

The following filmstrips can be used with this lesson:

Snacking Mouse and *Snacking Mouse Goes To School* (The Polished Apple, 3742 Seahorn Drive, Malibu, California 90265, 1977).

Food For Thought

Ask the children to identify good afternoon snack selections.



THE AFTERNOON SNACKER

Apples and nuts, cheese and crackers,
These foods are great for after school snackers.
I eat snacks like these,
Any time I say, "Please."

Munching Microchips

To Know and Learn

Children will identify grapes and raisins as healthy snacks by reciting the *Munching Microchips* rhyme and tasting these fruits. They will also have the opportunity to practice language arts, discrimination and fine motor skills.

Materials Needed

Munching Microchips rhyme, see below
raisins
grapes

Directions

Review with the children the importance of eating several times each day. Also talk about the need for good snacks. Good snacks for children are important because their stomachs are small and they need to eat enough food to grow and develop fully. Good snack ideas include fresh or dried fruits.

Read *Munching Microchips*, see below, to the children. Let them practice each line until they know it well.

Give the children a grape and a raisin. Ask them to hold up the correct food as they recite the rhyme.

After the rhyme has been recited, ask the children to describe the grape and raisin using their senses.

Have them eat the fruits and describe the taste of grapes and raisins. Explain that grapes and raisins are fruits and that grapes turn into raisins when they are dried.

Children can make their own raisins by laying grapes on paper towels, covering the grapes and placing them in a sunny window. It takes about a week for the grapes to dry out. The raisins can be used to make oatmeal-raisin cookies or add them to the *Amazing Trail Mix* recipe on page 8-20.

Raisins are sweet and stick to teeth like candy. Thus, children should brush their teeth after eating raisins as they would after eating candy.

Food For Thought

Ask the children to name other fruits that make good snacks.

MUNCHING MICROCHIPS

I'm a little grape, growing in the sun
You can eat me just for fun
I'm picked, dried and put in a pack
Then I'm called a raisin and I'm a healthy snack!

⇨

The Snack Pac

P

To Know and Learn

By reciting *The Snack Pac* rhyme and making granola, children will learn to identify good snacks. These activities will also allow children to practice reading readiness, dramatic play, counting and fine motor skills.

Materials Needed

The Snack Pac rhyme, see below
Amazing Trail Mix picture recipe on page 8-20
oven or toaster oven
oatmeal
wheat germ
shredded coconut
sunflower or sesame seeds
peanuts
powdered milk
cinnamon
honey
vanilla
cookie sheet
bowl
spoons
napkins
paper cups

Directions

Talk about body building snack foods with the children. Also discuss why snacks are important and why children need to make good snack selections to grow optimally. Good snacks can include many different foods.

Ask the children to name as many good snack foods as they can remember. Read *The Snack Pac*, see below, to the children and have them practice saying and acting it out until they know it well.

Review the *Amazing Trail Mix* picture recipe on page 8-20 with the children until they know the directions well. Have the children:

- mix the dry ingredients in a bowl
- add honey, vanilla and, if necessary, a small amount of water and stir well
- bake on cookie sheet

Serve the *Amazing Trail Mix* in paper cups. Ask the children to describe each ingredient using their senses. Also have them:

Describe the food's origins.
Name the food group of each food.
"Read" the picture recipe.
Describe when they could eat snacks.

Ask the children whether they would like to make and eat the *Amazing Trail Mix* again for a snack.

Food For Thought

Ask the children to name other good snack foods.

THE SNACK PAC

In my lunch box I should see,
(put hand over top of eyes)

A meal of the food groups, packed just for me!
(point to self)

And in the bottom I see,
(point to ground)

A snack that is full of health, packed just for me!
(point to self)

Pudding In A Cup

To Know and Learn

Children will learn to recognize snacks from the milk and dairy food group and practice reading readiness and fine motor skills by making *Pudding In a Cup*.

Materials Needed

Pudding In A Cup picture recipe on page 8-21
instant pudding mix (for example: vanilla or butterscotch)
milk
spoons
paper cups
refrigerator

Directions

Review examples of body building snacks. Include foods from the fruits and vegetables group, breads and cereals group, and the meat, poultry, fish, eggs, dried peas and beans group. Also mention that products in the milk and dairy foods group provide good snack foods.

Review the Pudding In A Cup picture recipe on page 8-21 with the children until they know the directions well. Give each child a spoon and a small paper cup with his or her name written on it. Have the children:

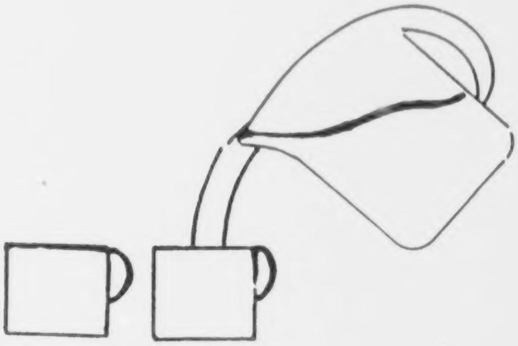
- put 1 Tbsp. instant pudding mix and 1/4 cup milk in a small cup
- stir rapidly until set
- cool in refrigerator for 15 minutes

While the pudding is cooling, ask the children to answer the following:

What foods were used to make the *Pudding In A Cup?*
Describe milk and pudding using the senses.
Name the animal that gives us milk.
What are other foods in the milk and dairy group?
Is *Pudding in a Cup* a body building snack?
What are other good snacks we can eat?
When can we eat snacks?

Food For Thought

Ask the children to name other milk and dairy foods that are good snacks.



⇨

Space Critters

P

To Know and Learn

Children will try a new snack *Space Critters*. They will also practice reading readiness, counting and fine motor skills.

Materials Needed

Space Critters picture recipe on page 8-22
oven or toaster oven
flour
egg
honey
baking soda
salt
ginger
cinnamon
molasses
margarine
cookie sheet
spatula
spoon
cookie cutter
bowl

Directions

Ask the children to name a variety of body building snack ideas.

Review the *Space Critters* picture recipe on page 8-22 with the children until they know the directions well. Have the children:

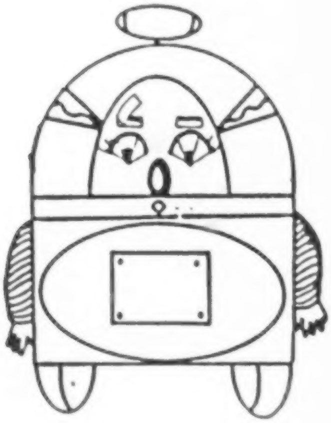
- mix the wet ingredients
- add the dry ingredients to the wet ones, slowly, in a bowl until a soft dough forms
- chill
- roll on floured surface and cut with cookie cutters *
- decorate if desired
- bake until set (about 5 minutes at 400° F)

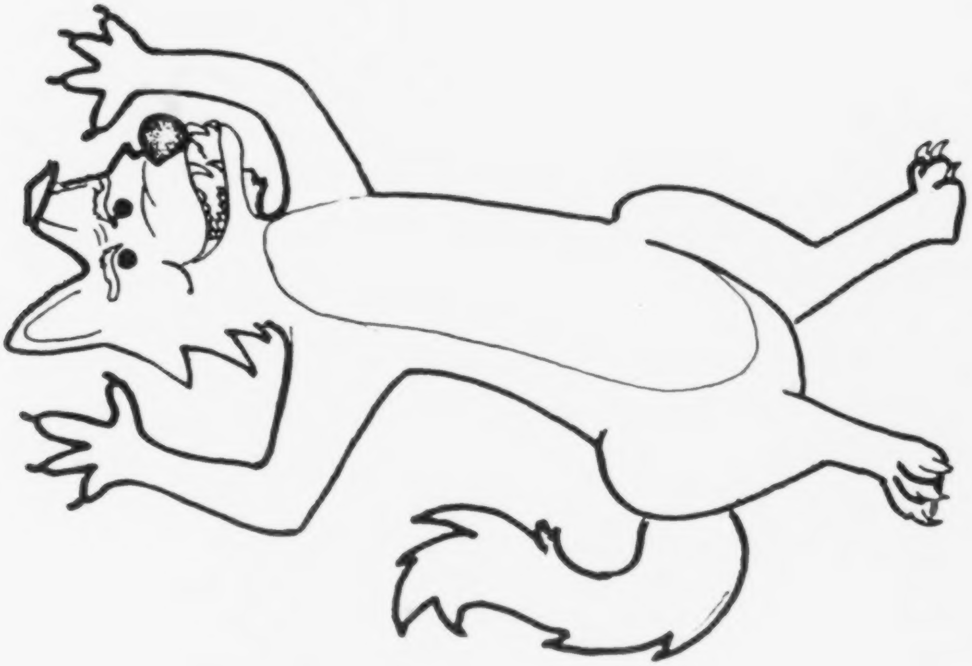
* Circular cookie cutters (for flying saucers) and star shaped cookie cutters could be used.

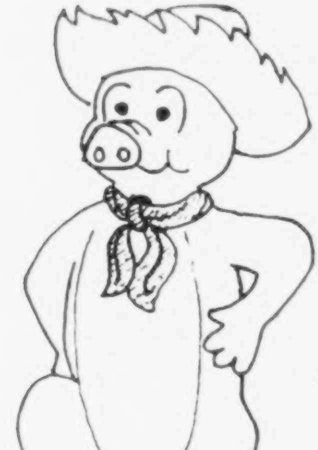
Ask the children to name the ingredients used to make *Space Critters*. Serve *Space Critters* and let the children eat them. Discuss body building snacks that help children grow and develop optimally. Ask the children to give examples of good snacks.

Food For Thought

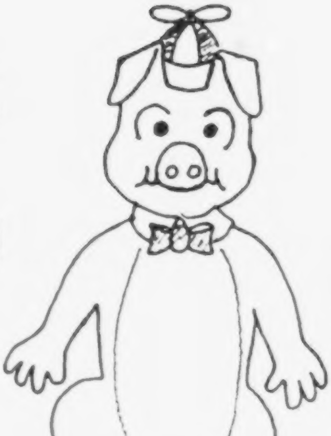
Have children name body building snacks they think are both fun to eat and good for them.



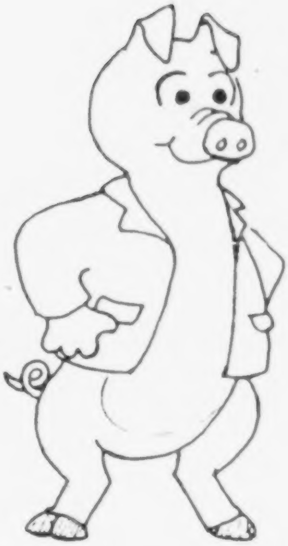




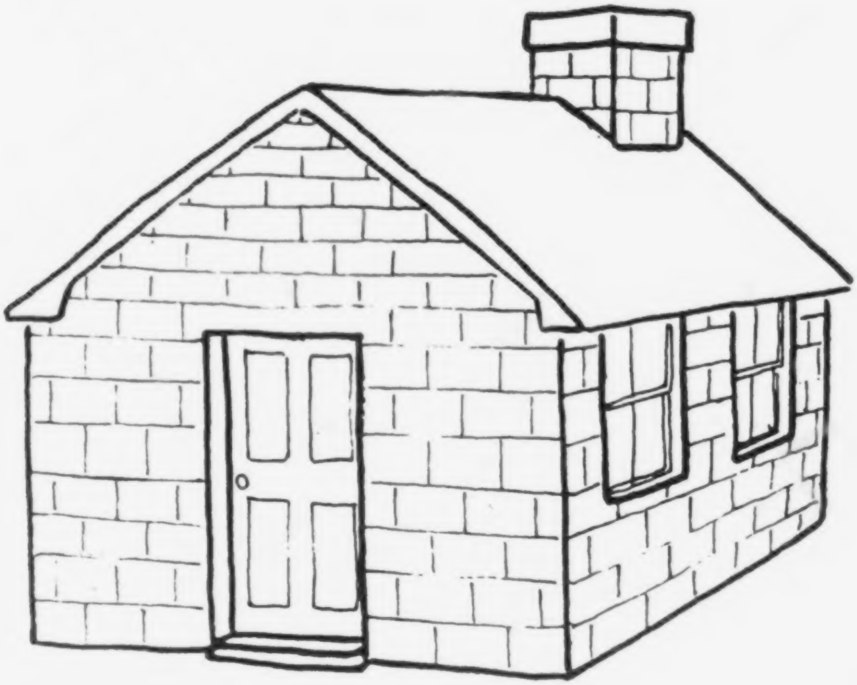
ALFONZO

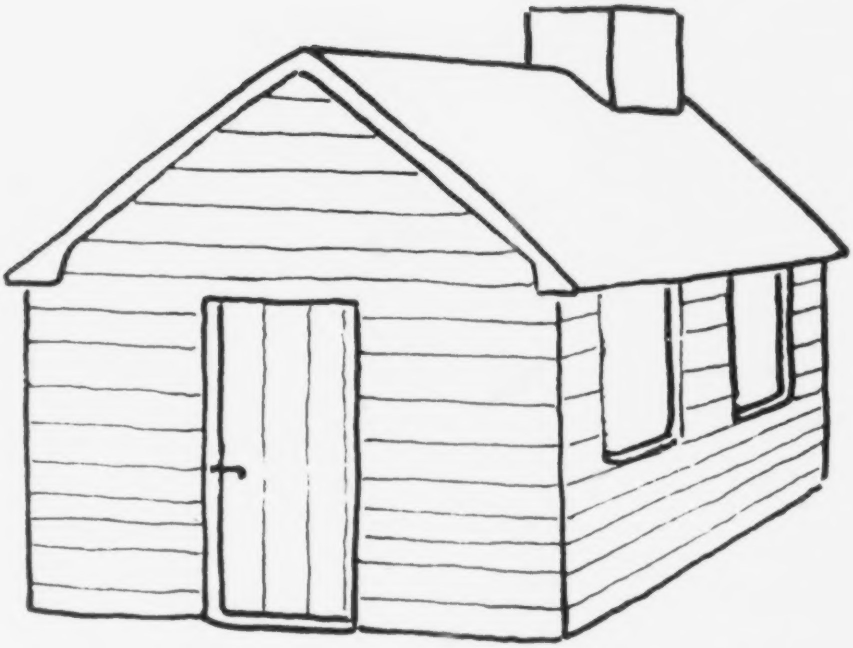


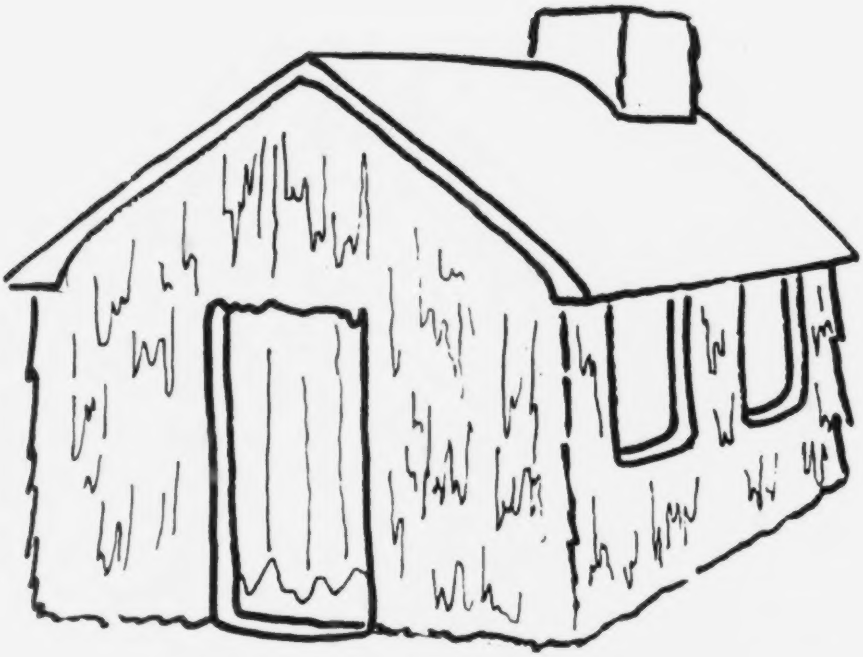
BERNIE

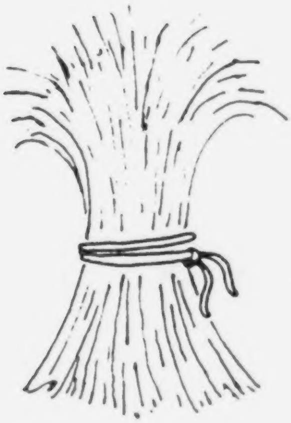


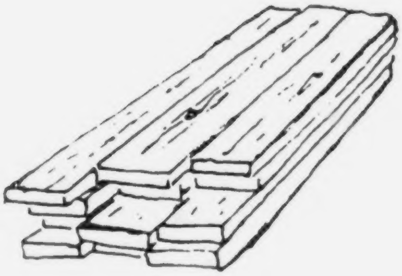
FERNANDO

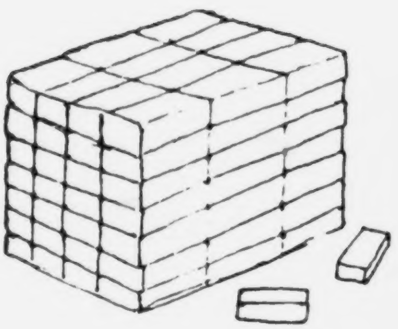






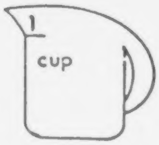


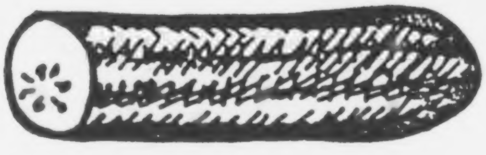


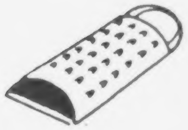


ZUCCHINI MUFFINS

1. grate



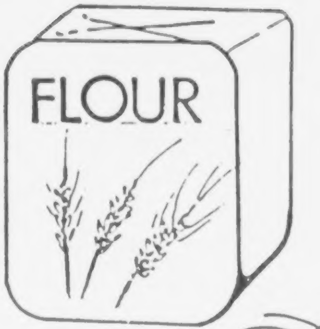




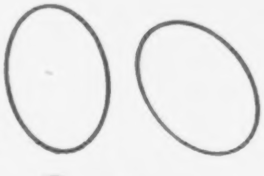
zucchini

2. mix

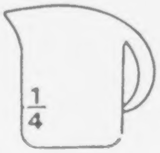
2 cups



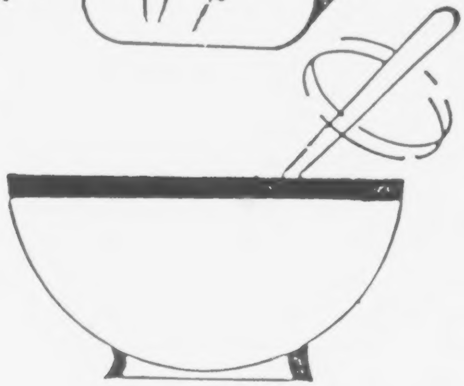
1 t. baking powder

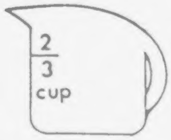


2 eggs



oil





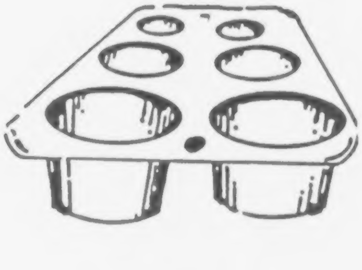
honey

1 teaspoon

cinnamon

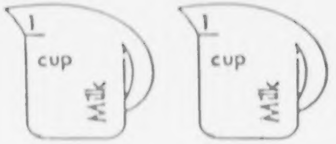
3. pour into greased pan

4. bake 15 minutes at 375°

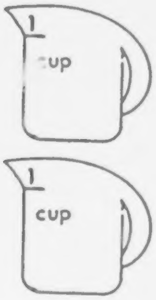


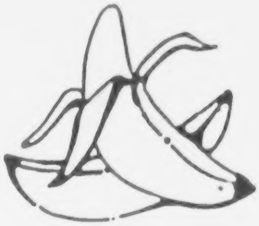
BREAKFAST MOON SLUSH

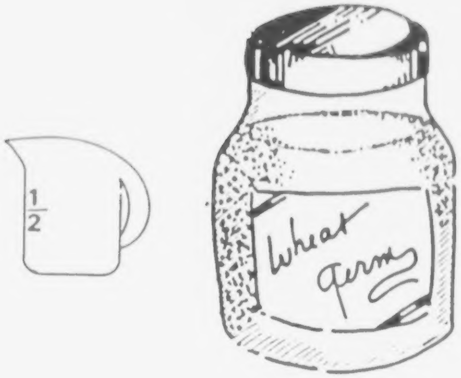
1. blend


1
cup
Milk
1
cup
Milk

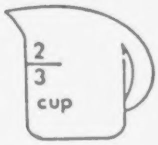
fruit

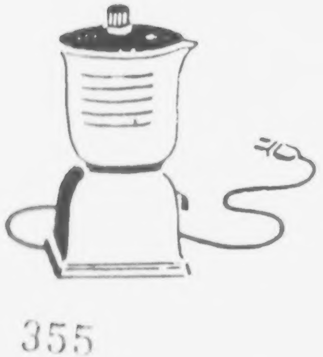





1/2
Wheat Germ

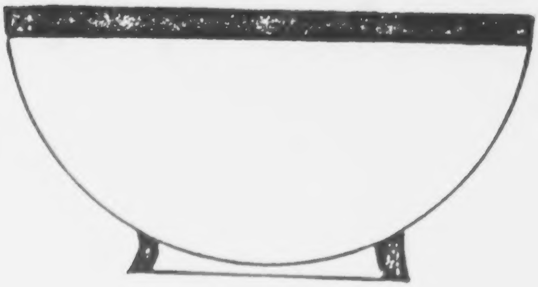
crushed ice

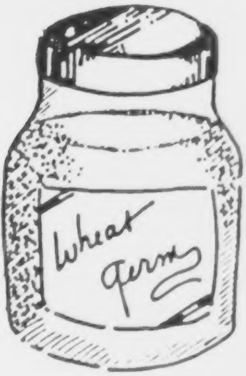


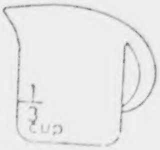


AMAZING TRAIL MIX

1. mix



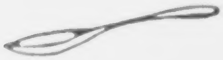




1 teaspoon

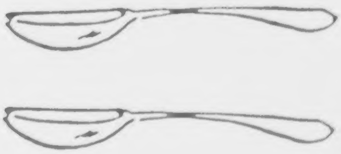
cinnamon

1 teaspoon

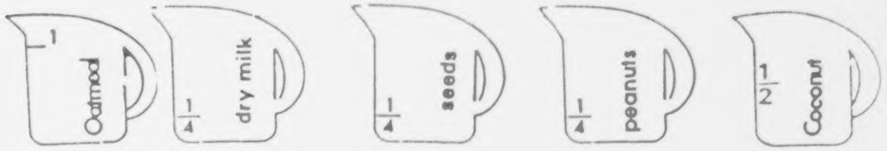


vanilla

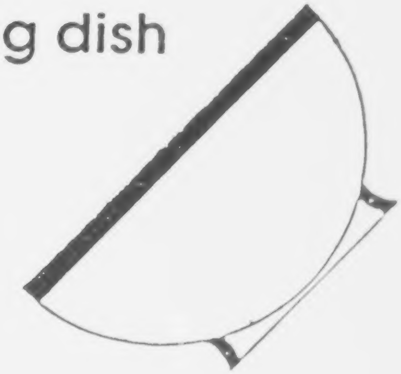
2 T

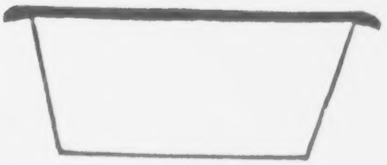


Honey


1 Oatmeal
1/4 dry milk
1/4 seeds
1/4 peanuts
1/2 Coconut

2. pour into baking dish



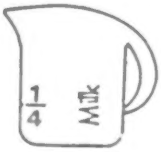


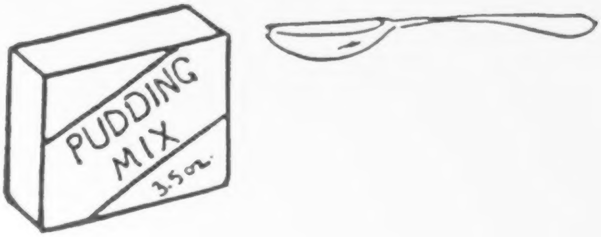
3. bake

5 minutes at 375°

PUDDING IN A CUP

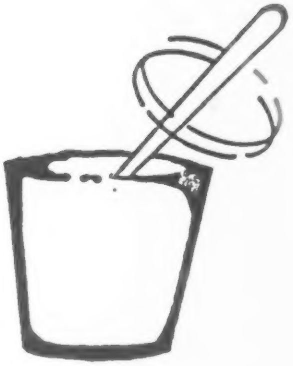
1. add





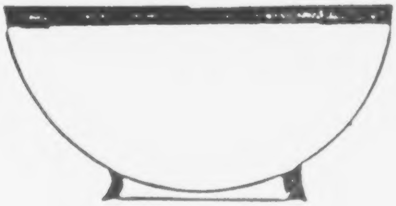
PUDDING
MIX
3.5 oz.

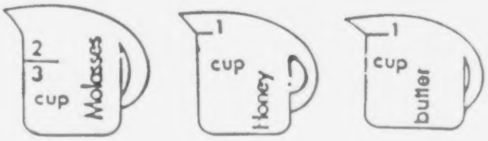
2. beat

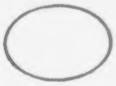


SPACE CRITTERS

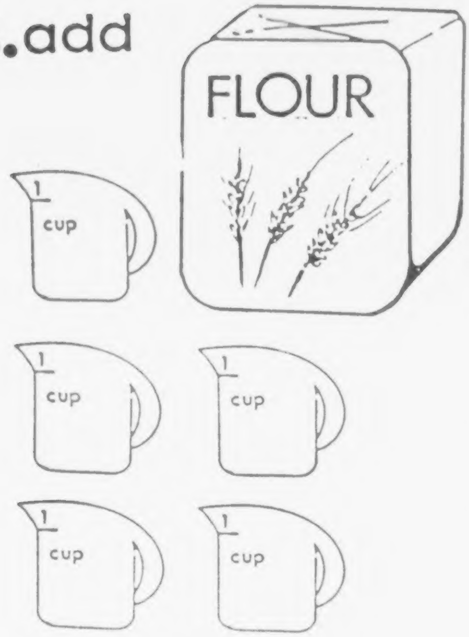
1. mix




2/3 cup Molasses
1 cup Honey
1 cup butter

egg 

2. add


FLOUR
1 cup
1 cup
1 cup
1 cup
1 cup

1 t. baking soda

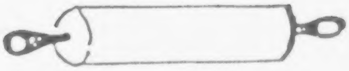
1 teaspoon

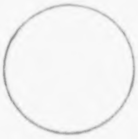
cinnamon

1 teaspoon

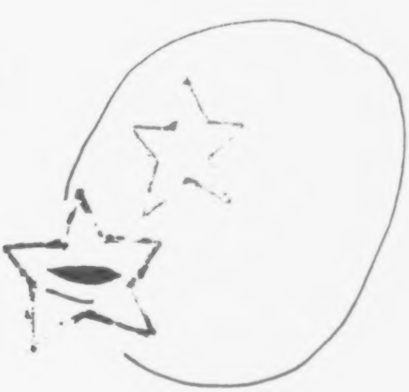
ginger

3. roll





4. cut



UNIT 9

Special Occasions For Me

Grand Ideas

Children will become aware of the social aspects of eating and drinking by participating in food preparation activities for holiday celebrations and special occasions. They will also learn that body building foods can be selected and eaten during these special events. Children will also begin to experience the customs and celebrations practiced By certain cultural, ethnic and regional groups.

Teacher Know How

Food is often an integral part of holiday celebrations and special occasions. For example, the mention of a birthday makes many people think of eating cake and ice cream. Eating turkey on Thanksgiving, decorated eggs on Easter Sunday or hotdogs at a baseball game are images many people associate with holiday celebrations or special events. This association between food and holidays makes these special occasions a natural time to teach nutrition education concepts. These celebrations also provide an excellent opportunity to teach children about their heritage and cultural background and the customs of other ethnic, cultural and regional groups.

The occasions observed and the ways that they are celebrated may vary with ethnic, cultural and religious background. The region of the country may also determine the occasions celebrated and the manner in which they are celebrated. During the preschool years children become increasingly aware of the seasons and special occasions. They also begin to learn that we eat and drink for social reasons in addition to meeting our physical needs for energy and growth.

This unit is designed to help children explore the social aspects of eating and examine nutritious foods that can be used for celebrations. Additional activities may be used to teach children about their own cultural and ethnic heritage and those of others. Children also delight in party preparations and can develop a sense of pride and accomplishment through participation in food preparation activities. Many of the activities in this unit may be enjoyed throughout the span of a year. Some of the foods mentioned are associated with specific seasons or holidays, but their ingredients maybe available at other times during the year so that the activity can be incorporated into classroom activities at any time. For example, bobbing for apples in May is just as much fun for the children as it is at Halloween.

The following books provide ideas for using food to celebrate holidays and special occasions:

The Circle Time Book/Crafts/Language Games and *Learning Games* (Early Childhood Bookhouse, P.O. Box 2791, Portland, Oregon 97208, 1982).

Objectives

The children will learn that food is sometimes eaten for social reasons.

The children will practice selecting and eating body building foods for special occasions.

The children will become aware of customs of various cultural, ethnic and regional groups.

Pin The Apple

To Know and Learn

Children will become aware that food can be enjoyed in a variety of ways by playing this game. It will also help children practice counting and fine motor skills. This game can be used to celebrate birthdays and other special occasions.

Materials Needed

apple leaf on page 9-14
apple picture on page 9-13
bulletin board, blackboard or wall
tape, thumbtacks or pins
crayons or felt tip markers
scissors
blindfold (optional)

Directions

A. To Make the Game Pieces

The game pieces can be made by cutting out the *apple leaf* on page 9-14 and making a copy for each child. The children can then color or decorate the *apple leaf* as desired. Write each child's name on their *apple leaf*.

The apple picture on page 9-13 can be cut out, enlarged if desired, and decorated.

B. To Play Food Fun Pin Ups

Place the *apple picture* on the bulletin board, blackboard or wall using tape, thumbtacks or pins. Place it at eye level of the children so that they can easily reach the drawing.

Have one child hold an *apple leaf*. Ask the child to close his or her eyes. A piece of cloth or a hat could be used as a blindfold to keep the children from seeing the *apple picture*.

Slowly spin the child in a circle and lead the child toward the *apple picture*. Ask the child to place the *apple leaf* on the *apple picture*. After the child has placed the leaf close to or on the apple, mark the spot by taping, thumbtacking or pinning the *apple leaf* to the location.

Remove the blindfold or ask the child to open his or her eyes and see where the *apple leaf* was placed. Repeat this procedure until all of the children have had a turn.

After the game has been completed, ask the children to answer the following questions:

How many apple leaves are on the apple picture?
What color are the apple leaves?
What shape are the apple leaves?
Where are the apple leaves on the apple picture?
Is this where apple leaves can be found on real apples?
What is the color of the apple picture?
What are other colors of apples?
Has anyone ever seen apples growing on a tree?
Where do we find apples that we eat?

The *apple leaves* and *apple picture* can be substituted with other food items, for example, grape clusters on a grape vine, pigs in a barn, fish in a pond, pumpkins in a pumpkin patch, spoons in a bowl or plates on a table.

This activity can be used to celebrate birthdays or other special occasions. For example, the birthday child could be the first to play the game or answer the questions. A holiday theme can also be used, such as the placing of pumpkins in a pumpkin patch during a Halloween celebration.

Food For Thought

Ask the children to discuss the game. Have them count the number of apple leaves close to and on the apple picture. Ask them to name the food that was used to play the game and describe it using the senses.

Space Food Walk

To Know and Learn

Children will practice listening and discrimination skills and large muscle coordination by playing this game. It will also help children to practice identifying a variety of food. This activity can be used to celebrate birthdays and other special occasions.

Materials Needed

paper
tape or glue
open space on floor
crayons or felt tip markers
scissors
food pictures (optional, pictures from other lessons can be used)
music (optional, record player, radio or cassette player can be used)
clear contact paper (optional)

Directions

Cut sheets of paper into 2 foot by 2 foot squares. Each square can be decorated with one food item. The food pictures can be drawn directly onto the paper squares or they can be selected from other activities, decorated and attached to the paper squares using glue or tape.

Cover with clear contact paper to make the paper squares more durable.

Place between 10 and 20 squares on the floor in a circle. Secure with tape.

Describe the game to the children. Tell them that they are going to take a walk in space and see all the foods that they can eat. Explain to the children that they can walk along the path of food pictures as long as they hear music *. When the music stops the children are to stop and stand on one paper square.

Ask each child to name the food picture on the paper sguare on which they are standing. Children who correctly identify the food picture remain in the game. To make the game more challenging, one paper sguare can be removed after each break in the music. If two children are on one square when the music stops, ties can be broken by asking the children to describe the food pictured on the paper square according to the senses, food origins and food groups.

* Music can be sung, played on a record player, radio or cassette player.

This activity can be used to celebrate birthdays and other special occasions. For example, a birthday or holiday song can be played and the children can be encouraged to sing along with the music.

This game can be made more challenging by speeding up the music or by asking children to describe each food that is pictured on the paper square after a break in the music.

Food For Thought

Ask the children to name and describe all of the foods pictured on the paper square. Also, ask them if they would eat these foods if they went on a space food walk.

Hop and Skip For Food Fun

To Know and Learn

Children will practice recognizing and describing a variety of foods by playing this game. Large muscle coordination and fine motor skills will also be practiced. This activity can be used to celebrate Spring holidays and other special occasions.

Materials Needed

paper
crayons or felt tip markers
glue or tape
food pictures (optional)
eraser or block
scissors
clear contact paper (optional)

Directions

A. To Make the Game Pieces

Cut sheets of paper into approximately 2 foot by 2 foot square. There should be between 7 and 10 paper squares.

Decorate each square with a food picture. These pictures can either be drawn onto the square or taken from other lessons, enlarged and glued or taped onto the paper squares. There should be a variety of food pictures, for example, an apple, glass of milk, cheese, grapes, carrot, chicken drumstick and a slice of bread.

Cover the food picture squares with clear contact paper to make them more durable.

B. To Use the Game Pieces

Place the food picture squares on the floor in an open area. Put one food picture square on the floor and secure with tape. Place two food picture squares above the first paper square and secure with tape. Repeat with a single square and double squares until all of the food picture squares have been used.

Explain the game to the children. Tell them that to play the game they can:

- toss the eraser or block onto one of the food picture squares
- hop with one foot on a single square or with two feet on the double food picture squares until they reach the square with the eraser or block
- do not step on the square with the eraser or block
- pick up the marker and identify the food picture shown on that square
- if the food picture is correctly identified, continue onto the end of the squares, turn around and return to the start

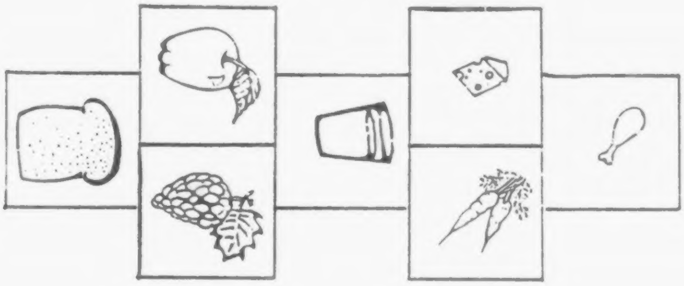
Repeat until all of the children have had a turn. To make the game more exciting, ask the children to include a description of the food pictured on the square after they have correctly named the food.

It may be necessary for an adult to show the children how to play this game.

Variations of the game include making one food item "off limits" or changing the foods pictured. Pictures of foods from only one food group can also be used to help children practice identifying these foods.

Food For Thought

Ask the children to name the foods on the food picture squares and describe them using their senses and food origins.



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Apple Bob

To Know and Learn

Children will become aware of the social aspects of eating by bobbing for apples or other foods. Fine motor skills will also be practiced. This activity can be used during fall holidays, such as Halloween, and other special occasions.

Materials Needed

Bobbing Basics Song, see below
basin or tub filled with clean water
apples (washed and cleaned)
towels

Directions

Before playing the game fill a basin or tub with clean water and place several washed and cleaned apples in the water.

Ask the children if they have ever "bobbed for apples". If this game has been played before, let one child demonstrate how it is played. If no one has played the game before, describe and demonstrate how the game is played. Have the children:

- locate one apple in the basin or tub
- without using their hands *, try to secure the apple with their teeth
- pull the apple out of the water using their teeth

* For some preschool children this activity might be too difficult, ask these children to use only one hand to pull the apple out of the water.

After all of the children have played the game, let them eat the apples. Discuss how the children were able to "bob" the apples out of the water. Ask them if they had any special tricks that they used to secure the apples and pull them out of the water.

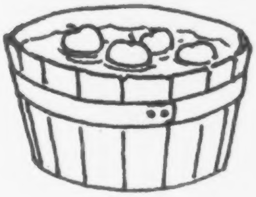
Sing the song, see below, to the children and have them practice "bobbing" while they sing the song.

Other fresh fruits can be used, such as small pears, peaches or nectarines. Also, a variety of fresh fruit can be added to the basin or tub so that the children can practice sorting, counting and identification skills. These foods should be large enough that the children will not swallow them as they pull them out of the water.

This activity can be used to celebrate holidays, such as Halloween. It can also be used at other special occasions, such as birthday parties or theme days in the classroom.

Food For Thought

Ask the children to describe how the "bobbing for apples" game is played. The children can also describe the apples using their senses and food origins.



BOBBING BASICS SONG

(can be sung to the tune of
This Is The Way We Wash Our Clothes)

This is the way we bob for apples,
(lower head)
Bob for apples, bob for apples.
(pretend bobbing for apples)
This is the way we bob for apples,
(lower head)
Bob, bob, bob.
(pretend bobbing for apples)

Special Holiday

To Know and Learn

Children will become aware of the social aspects of eating by participating in a Chinese New Years celebration. They will also practice creavity and fine motor skills by making party masks. This activity can also be used on other special occasions.

Materials Needed

paper plates
scissors
crayons or felt tip markers
hole punch
pipe cleaners or ribbon

Directions

A. To Make the Party Masks

The party masks can be made by giving each child one paper plate which has two eye holes cut out. These eye holes will allow the child to see out of the mask when he or she wears the mask. To allow the child to see, make sure that when the paper plate is placed against the child's face, the eye holes are appropriately spaced.

Ask the children to decorate their masks using crayons or felt tip markers.

After the party masks have been decorated, punch two holes on either side of the paper plate close to the child's ear so that a pipecleaner or piece of ribbon can be threaded through these holes. Thread one pipe cleaner through one hole and secure. Repeat for the other side and twist the pipe cleaners together allowing room for the child's head. If ribbon is used, follow the same procedure and tie the mask around the child's head.

B. To Use the Party Masks

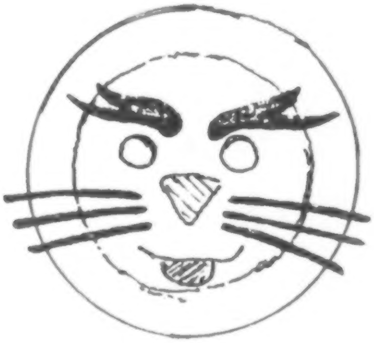
Ask the children if they have ever heard of or celebrated Chinese New Year. If they have celebrated this holiday, ask them to describe their celebrations. The children might be interested to know that this is how the Chinese celebrate the beginning of a new year. The celebration lasts for several days and on each day there are special family mealtimes, neighborhood parties and parades. Often, there is a special parade which has a huge dragon that is so big that many people help to carry it in the parade. After the dragon has made it through the parade, a fireworks display ends the celebration.

Have the children wear their party masks and form a chain. Ask them to parade around the classroom saying, "Happy New Year."

The concept of the changing of the years might be too difficult for some preschool children. Discussing yearly events, such as birthdays, winter holidays, first day of school and Halloween might help children to understand this time concept.

Food For Thought

Ask the children to describe how they celebrated Chinese New Year. Have them discuss the reason behind the celebration (celebrating the beginning of a new year).



Birthday Bashes

P

To Know and Learn

Children will become aware of the social aspects of eating by preparing *Spinning Wheels*. Reading readiness, counting, sequencing and fine motor skills will also be practiced. This activity can be used during birthday celebrations and other special occasions.

Materials Needed

Spinning Wheels picture recipe on page 9-15
Spinning Wheels song, see below
whole wheat bread
peanut butter
banana slices
knives
rolling pin
paper plates

Directions

Discuss birthday celebrations with the children. Have them describe how they celebrate birthdays. Talk about the different ways in which we can celebrate this special event, also mention that not all people celebrate this day.

Display the *Spinning Wheel* picture recipe on page 9-15.

Review the directions with the children until they know them well. Have the children:

- remove the crusts from the bread
- spread 1 tbsp. of peanut butter on the bread
- peel and cut the banana into disks
- add the banana slices
- top with another slice of bread
- flatten with a rolling pin
- roll the sandwich up like a jelly roll
- cut the sandwich roll into sections of 1/2 inch thickness

Let the children eat the *Spinning Wheels*. Have them answer the following:

Name the ingredients used to make *Spinning Wheels*.
Describe these foods using the senses.
Describe the shape of the *Spinning Wheels*.
Name other foods that have this shape.
Name other objects that have this shape.

This activity can be used to celebrate birthdays and other special occasions. To acknowledge a child's birthday, ask the children to sing "Happy Birthday" before they eat the *Spinning Wheels*. Or, the children can sing the *Spinning Wheels Song*, see below.

The sandwiches can also be cut into a variety of shapes by using cookie cutters before the sandwich is made. These shapes can be discussed.

Food For Thought

Ask the children to describe the foods used to make *Spinning Wheels* using their senses and food origins. Also have them describe how we celebrate birthdays.

SPINNING WHEELS SONG

(can be sung to the tune of Frere Jacques)

Spinning wheels, spinning wheels,
We spin for you, we spin for you,
We spin for your birthday, we spin for your birthday,
We spin for you, we spin for you.

⇨

Pancake Specials

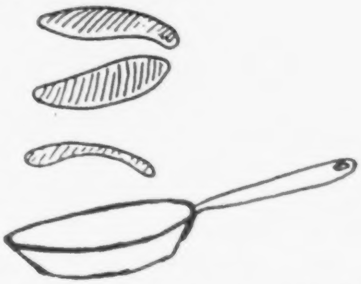
P

To Know and Learn

Children will practice reading readiness, counting, sequencing and fine motor skills by preparing pancakes. This activity will also help children become aware of the social aspects of eating and cultural, ethnic and regional food customs. This activity can be used to celebrate fall holidays, such as Thanksgiving, and birthdays and other special events.

Materials Needed

Pancake Sharing Song, see below
Pancake Picture Recipe on page 9-16
pancake mix
eggs
milk
bowl
spoon
griddle or stove
pan (optional)
spatula
paper plates



Directions

Ask the children to describe when we eat pancakes. For example, many people eat pancakes for breakfast or lunch and even dinner.

Also, ask the children to describe the different types of pancakes that they have eaten, including blueberry, corn, buttermilk or raisin. Tell the children that people all over the world eat pancakes, but many times their pancakes do not look like the ones that we are used to eating. For example, the American Indians eat a pancake called *"Indian Flapjacks"* and the picture recipe for this dish can be found on page 1-23. The French eat a pancake called a crepe, which is light brown in color and much thinner than the tradition pancake.

Display the *Pancake Picture Recipe* on page 9-16. Review the directions with the children until they know them well. Have the children:

- combine pancake mix, eggs and milk according to the directions on the box*
- beat all ingredients until smooth
- drop 1 tsp. batter onto hot griddle or pan on stove *
- cook until bubbles break and flip to other side
- cook until both sides are browned
- served topped lightly with powdered sugar if desired

* Additional ingredients, such as corn, blueberries, raisins or applesause can be added at this step. An adult may want to perform this task due to the temperature of the griddle or pan on the stove.

After the pancakes have been made ask the children to answer the following:

What foods were used to make the pancakes?
What is the color of these foods?
What is the origin of these foods?
Can we add blueberries to the pancakes?
Can we add cornmeal to the pancakes?
Can we add shoes to the pancakes?
What is the color of the pancakes?
What is the shape of the pancakes?

Variations of this recipe are possible. To make crepes, add more milk to make the batter lighter and more runny. Crepes are usually stuffed with fruit or cottage cheese and rolled.

This activity can be used to celebrate Thanksgiving and other special events. To make this activity more of a sharing event, have the children split the tasks of food preparation and food serving. They can sing the song, see below, to show that they understand the importance of sharing and helping one another.

Food For Thought

Ask the children to name and describe the ingredients used to make the pancakes.

PANCAKE SHARING

(can be sung to the tune of
The Farmer in the Dell)

Pancakes we will share,
Pancakes we will share,
We want to share pancakes,
Our pancakes we will share.

Pinata Fun

To Know and Learn

Children will become aware of the social aspects of eating and cultural customs by participating in a Cinco de Mayo celebration. This activity will also help children to practice large muscle coordination. This activity can be used to celebrate Cinco de Mayo and other special occasions.

Materials Needed

paper bag
gifts*
string
light weight baseball bat or wooden stick
crayons, felt tip markers or paint
scissors
blindfold (optional)

Directions

A. To Make the Pinata

The Cinco de Mayo pinata can be made by decorating a paper bag using crayons, felt tip markers or paint. The paper bag can be shaped into and/or decorated with variety of animal figures or food items. The pinata can also be made out of paper mache or plastic garbage bags.

Stuff the pinata with an assortment of gifts*, such as fruit, pennies, individually wrapped candy, school supplies (paper clips or crayons), small gifts or wrapped popcorn and raisins are good ideas.

Secure the top of the paper bag with string to hold the gifts inside the pinata. Leave enough string to allow the pinata to be tied to the ceiling or other fixture and hang down to where the children can reach it with a bat or a wooden stick.

B. To Use The Pinata

Ask the children if they have ever heard of Cinco de Mayo.

The children might be interested to know that it is a holiday used to celebrate Mexico's independence from Spain in 1821. It is usually a two day celebration with fireworks and parties on the evening of September 15.

Hang the pinata and have the children form a wide circle around it. Ask the children if they have ever heard of or tried to break a pinata.

Describe the game to the children. Explain that the object of the game is to swing a wooden stick and try to break the pinata which allows the gifts to fall to the ground. The children can then retrieve the treats. Have one child:

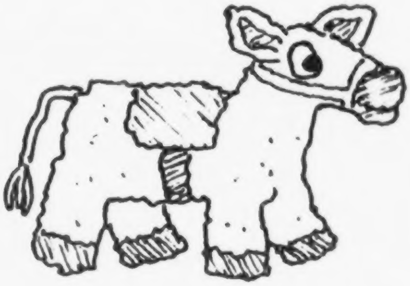
- close his or her eyes or wear a blindfold
- hold the wooden stick
- slowly spin the child in a circle and lead the child toward the pinata
- allow the child to swing the wooden stick at the pinata three times

Repeat until all of the children have had a turn or until the pinata is broken.

This activity can also be used to celebrate other special events. The shape of the pinata could be individualized to match the occasion.

Food For Thought

Ask the children to name the game and the holiday that they have been celebrating. Ask them to describe other gifts that could be inserted into the pinata.



Food Sculptures

P

To Know and Learn

Children will practice fine motor skills and creativity by preparing *Food Sculptures*. Children will also become aware of the variety of ways that we enjoy food and ethnic and regional food customs. This activity can be used to celebrate winter or spring holidays and other special occasions.

Materials Needed

Menorah Magic picture recipe on page 9-17
lettuce leaves
banana
cherries
knives
paper plates

Directions

Ask the children if they have ever made sculptures out of food. Have them describe how they have used food to celebrate holidays. For example, making cookies during the winter holiday season, decorating eggs during Easter or making *Menorah Magic*.

Display the *Menorah Magic* picture recipe on page 9-17.

Review the directions with the children until they know them well. Have the children:

- place one lettuce leave on the paper plate
- peel and cut banana into chunks
- cut cherries in half
- place one banana chunk on lettuce
- top with cherry half

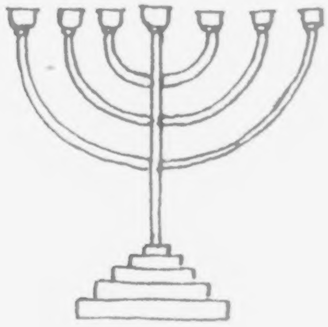
Ask the children if they have ever seen or heard of a menorah. If possible, show the children a picture or an actual menorah. Describe the menorah as a candelabrum (candle holder) that has eight branches. It is used during Hanukkah, an eight day Jewish festival of lights which is characterized by the lighting of the candles on each night of the holiday.

This activity was designed to be used during the winter holiday of Hanukkah, however, it can be used at anytime in the classroom to encourage the children's creativity and motor skill development and awareness of other ethnic, cultural and regional groups.

Additional food sculptures can be made from a variety of food items, such as a bunny from a pear half and cottage cheese.

Food For Thought

Have the children identify the names of the foods used to make their food sculptures and describe these foods using their senses and name the origin of each food.



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Funny Fruity Pizzas

P

To Know and Learn

Children will practice naming and selecting body building foods from the food groups by preparing a *Funny Fruity Pizza*. The children will also practice fine motor, reading readiness, counting and sequencing skills. This activity can be used to celebrate birthdays and other special occasions.

Materials Needed

Funny Fruity Pizza picture recipe on page 9-18
cheddar cheese slices
English muffins, sliced
peanuts or seeds
fruit (for example: apple, orange, strawberries, peaches, raspberries, blueberries, cantaloupe or watermelon)
oven or toaster oven
spoons
cutting board
knife
paper plates
napkins

Directions

Review the body building food groups with the children and discuss the need to eat foods from each of the food groups every day. Ask them to name the food groups.

Display the picture recipe on page 9-18 and review the directions with the children until they know them well. Have the children:

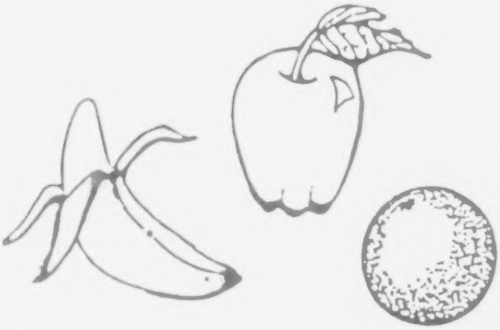
- wash the fruit
- cut the fruit into small pieces
- split the English muffins
- place a slice of cheese on the English muffins
- toast the English muffins until the cheese melts
- top with fruit and peanuts or seeds

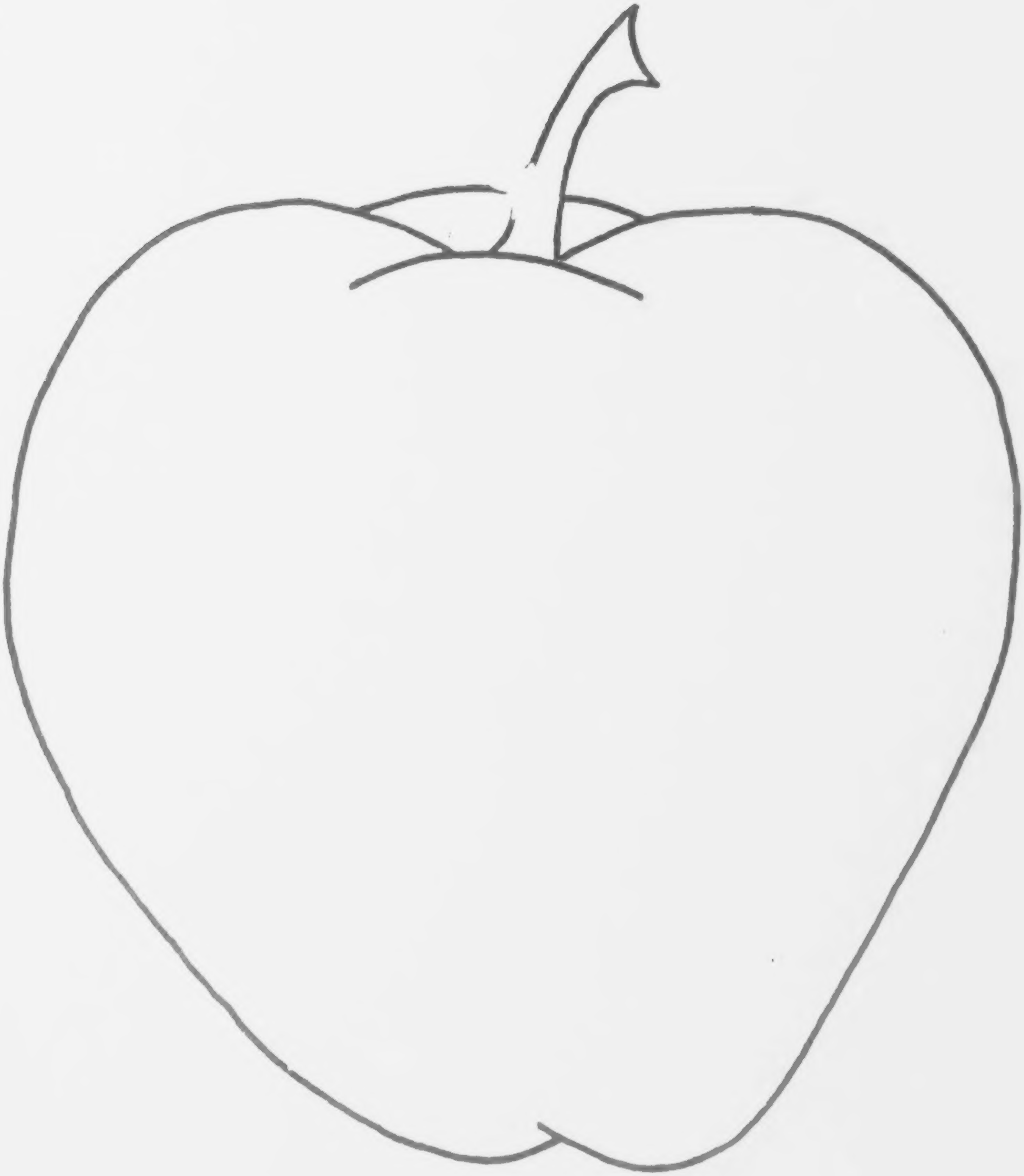
Ask the children to identify each food and to describe it using their senses. Ask them where each food originated (plant or animal). Ask them to name the food group of each food. Let the children eat the *Funny Fruity Pizzas* and ask them whether they would prefer to eat them for breakfast, lunch, dinner or as a snack.

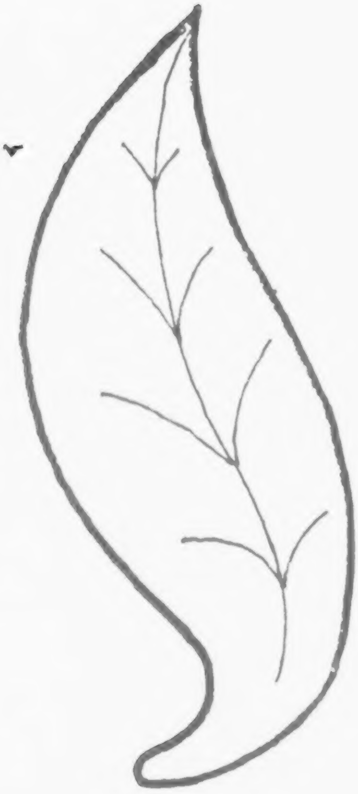
The *Funny Fruity Pizzas* can be used to celebrate birthdays and other special occasions. For example, birthday children can identify the *Funny Fruity Pizza* ingredients, describe them using their senses and name the origins of each food.

Food For Thought

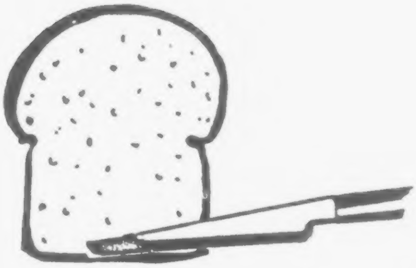
Have the children identify the food group of each of the *Funny Fruity Pizza* ingredients.



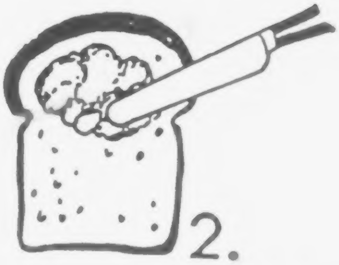




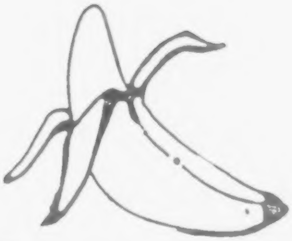
SPINNING WHEELS



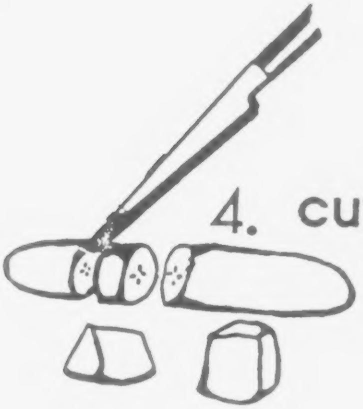
1. remove crusts



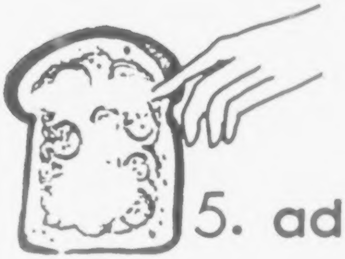
2. spread peanut butter



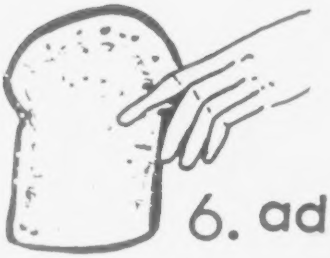
3. peel



4. cut



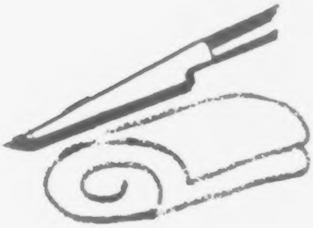
5. add



6. add

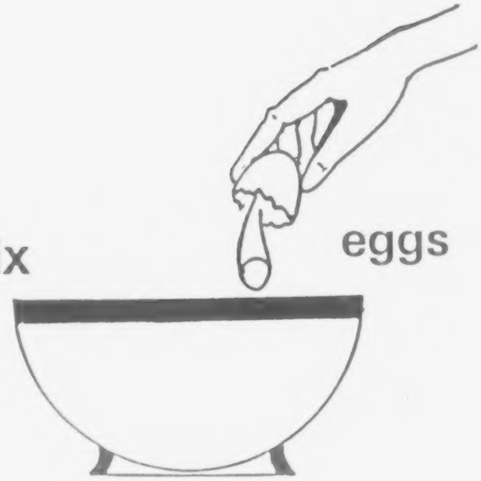
7. flatten

8. roll and cut

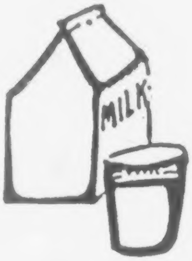


PANCAKES

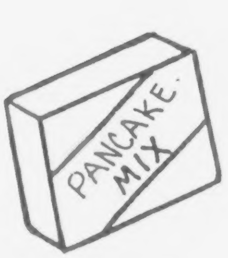
1. mix



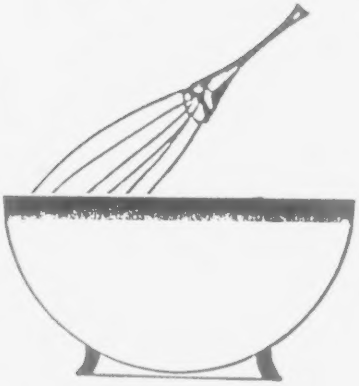
eggs



milk

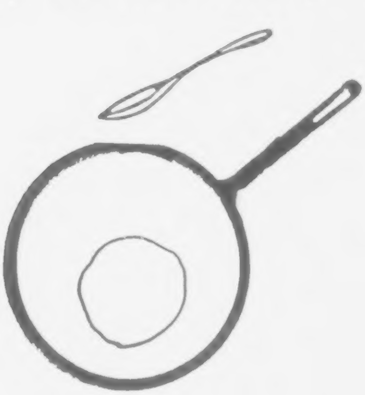


pancake mix



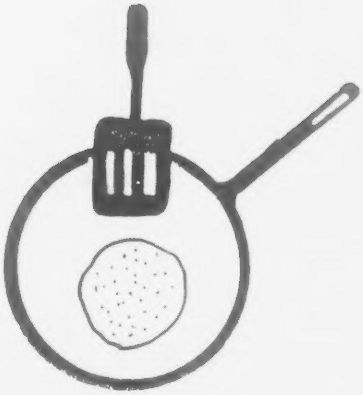
2. beat

3. drop batter into pan

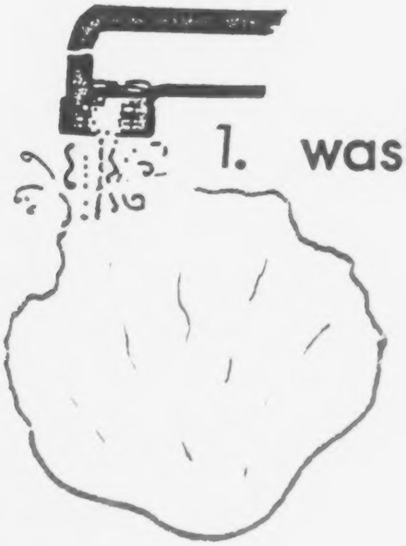


4.

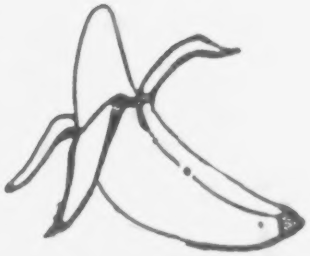
cook until bubbles break
flip
cook until brown



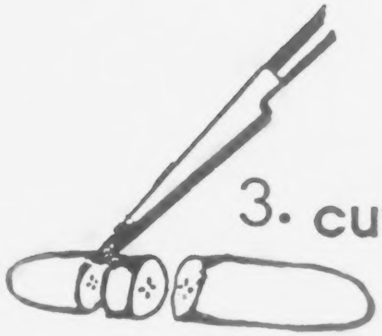
MENORAH MAGIC



1. wash

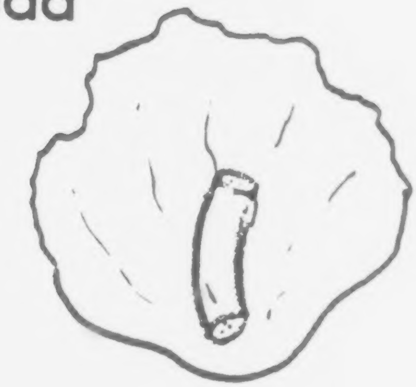


2. peel

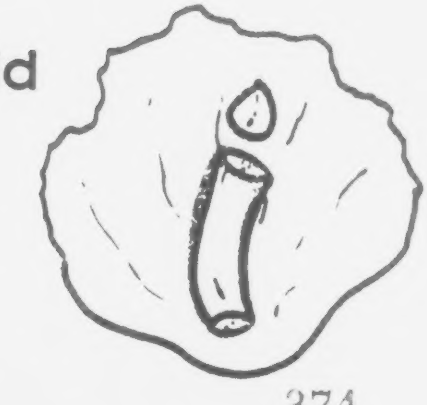


3. cut

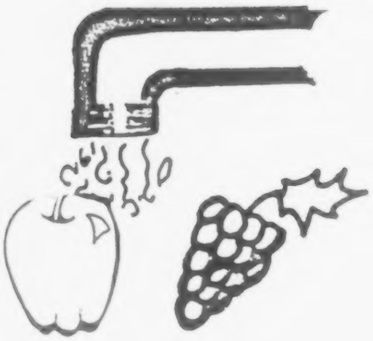
4. add

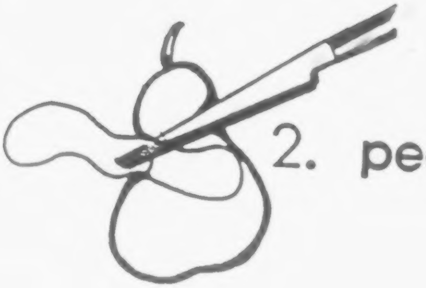


5. add



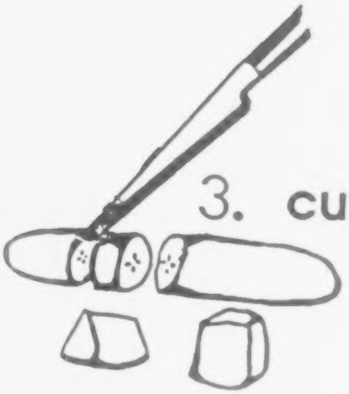
FUNNY FRUITY PIZZAS



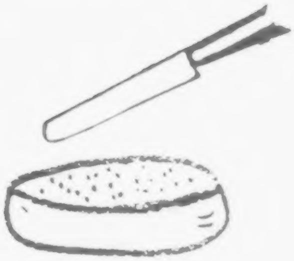


2. peel

1. wash

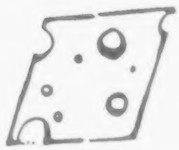


4. split



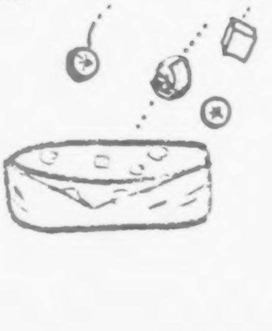
3. cut

5. add



6. toast

top with fruit, peanuts or seeds



APPENDIX A

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Preschool Nutrition Education Curriculum. Florida Department of Education, Tallahasse, Florida, 1981.

Resources

You can often find reliable nutrition information and resources in your town. Knowing where to look is the key. There are several people and places you can contact.

The Health Department may have a nutrition expert or dietitian.

The local hospital almost certainly has a Registered Dietitian (R.D.). An R.D. has fulfilled a set of qualifications (college work in nutrition, on-the-job training and passed an examination) before he or she became a dietitian.

Many areas of the country are served by a local chapter of the National Dairy Council. This organization is funded by the dairy farmers in your area. The Dairy Council employs home economists and nutrition experts who can provide information and handouts and serve as workshop leaders.

Many local areas have a Supplemental Feeding Program for Women, Infants and Children (WIC). The nutritionists who work there can provide information on many topics, especially nutrition during pregnancy, infancy and childhood.

The local Cooperative Extension Service is found in practically every county in every state in the U.S. The Cooperative Extension Service is part of the U. S. Department of Agriculture and your state and county government. Qualified home economists and/or nutritionists work for the Service and can provide information and printed materials as well as hold workshops.

Professors of nutrition or biochemistry at local colleges and universities are often willing and able to provide reliable nutrition information.

Nutrition experts and dietitians may be working in your community in a variety of other locations, such as a local March of Dimes chapter, local chapter of the American Heart Association, local Red Cross chapter, nursing homes and the Head Start program.

Beware of the local library. You are likely to find fad diet books on the same shelf as accurate, factual nutrition books. Remember, the role of the library is not to evaluate books, but to make a variety of reading materials available to patrons.

You may want to begin a small library of your own. There are many excellent references and resources that are available at reasonable costs. You may want to include some of the *references* on pages A-1 to A-8 and/or write to the organizations, agencies and companies listed on pages A-9 and A-11, *Sources Of Inexpensive Nutrition Education Teaching Aids*. Many professional journals (e.g. Journal of Nutrition Education and Journal of the American Dietetic Association) list and review new publications in each issue.

Sources of Inexpensive Nutrition Education Teaching Aids

Professional Organizations

American Dental Association
Bureau of Health and Education and
Audiovisual Services
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
208 South LaSalle Street, Suite 1100
Chicago, Illinois 60604-1003

American Home Economics Association
2010 Massachusetts Avenue, N. W.
Washington, DC 20036

American Medical Association
Health Education-Materials-
Department of Foods and Nutrition
535 North Dearborn Street
Chicago, Illinois 60610

American School Food Service Association
4101 East Iliff
Denver, Colorado 80222

Chicago Nutrition Association
8158 South Kedzie Avenue
Chicago, Illinois 60652

Nutrition Foundation
888 17th Street, N. W.
Washington, DC 20036

Society for Nutrition Education
1736 Franklin Street
Oakland, California 94612

Government Agencies

Consumer Information Center
General Services Administration
Pueblo, Colorado 81009

Consumer Publications
Consumer and Food Economics Institute
Science and Education Administration
U. S. Department of Agriculture
Federal Building
Hyattsville, Maryland 20782

Food and Drug Administration
200 C. Street, S. W.
Washington, DC 20204

Office of Government and Public Affairs
U. S. Department of Agriculture
Washington, DC 20250

Program Services Branch
Bureau of Community Health Services
Health Services Administration
Public Health Service
5600 Fishers Lane
Rockville, Maryland 20857

State and local Public Health Departments

(located in state capitals and local counties)

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Voluntary Health Organizations

American Diabetes Association
600 5th Avenue
New York, New York 10020

American Heart Association
44 East 23rd Street
New York, New York 10010

The Children's Foundation
1420 New York Avenue, N. W.
Suite 800
Washington, DC [illegible]5

Educational Services
Health Protection Branch
Health and Welfare Canada
Ottawa, Ontario KIA 1B7

International Food Policy Research
Institute
1776 Massachusetts Avenue, N. W.
Washington, DC 20036

National Foundation March of Dimes
Professional Education Department
1275 Mamaroneck Avenue
White Plains, New York 10605

World Hunger Education Services
2000 P Street, N. W.
Suite 205
Washington, DC 20036

Universities

Cornell University
Mailing Room
Building 7
Research Park
Ithaca, New York 14853

Local Cooperative Extension Service

Nutrition Information and Resource Center
Benedict House
The Pennsylvania State University
University Park, Pennsylvania 16802

University of Minnesota
Agriculture Extension Service
St. Paul, Minnesota 55108

Industry Associated Companies and Commercial Agencies

American Dry Milk Institute, Inc.
130 Franklin Street
Chicago, Illinois 60606

American Potato Company
444 California Street
San Francisco, California 94104

The Banana Bunch
551 5th Avenue
New York, New York 10017

Borden's Farm Products
110 Hudson Street
New York, New York 10019

Best Foods
Nutrition Information Service
Box 307
Coventry, Connecticut 06238

California Prune Advisory Board
World Trade Center
San Francisco, California 94111

California Raisin Advisory Board
P. O. Box 5335
Fresno, California 93755

California Strawberry Advisory Board
P. O. Box 269
Watsonville, California 95072

Campbell Soup Company
Food Service Products Division
375 Memorial Avenue
Camden, New Jersey 08101

Chiquita Brands
Consumer Services
Prudential Center
Boston, Massachusetts 02199

Cling Peach Advisory Board
1 California Street
San Francisco, California 94111

Continental Baking Company
Home Econmics Department
P. O. Box 731
Rye, New York

Del Monte Kitchens
Del Monte Corporation
215 Fremont Street
San Francisco, California 94119

Florida Citrus Commission
P. O. Box 148
Lakeland, Florida 33802

General Foods Consumer Center
250 North Street
White Plains, New York 10625

General Mills
P. O. Box 1113
Minneapolis, Minnesota 55440

Gerber Products Company
445 State Street
Fremont, Michigan 49412

Green Giant Company
P.O. Box 550
Minneapolis, Minnesota 55437

H. J. Heinz
Consumer Relations
P. O. Box 57
Pittsburgh, Pennsylvania 15230

Hunt-Wesson Foods
Educational Services
1645 West Valencia Drive
Fullerton, California 92634

Institute of Food Technologists
111 North LaSalle Street
Chicago, Illinois 60601

Kansas Wheat Commission
1021 North Main Street
Hutchinson, Kansas 67501

Kellogg Company
Department of Home Economic Services
Battle Creek, Michigan 49016

Kraft Foods
500 Pestigo Court
Chicago, Illinois 60690

Mead Johnson Nutritionals
2404 Pennsylvania Avenue
Evansville, Indiana 47721

National Dairy Council
6300 River Road
Rosemont, Illinois 60018

National Macaroni Institute
P. O. Box 336
Palatine, Illinois 60067

National Peanut Council
Communications Division
111 East Wacker Drive
Suite 600
Chicago, Illinois 60601

The Nestle Company
Home Economics Division
100 Bloomingdale Road
White Plains, New York 10605

Oscar Mayer Foods Corporation
Consumer Services
P. O. Box 7188
Madison, Wisconson 53707

Quaker Oats Company
Consumer Services
Merchandise Mart Plaza
Chicago, Illinois 60654

Ross Laboratories
Educational Services
625 Cleveland Avenue
Columbus, Ohio 43215

Corporate Nutritionist
Safeway Stores, Inc.
430 Jackson Street
Oakland, California 94660

Tupperware Home Parties
Educational Services Program
Orlando, Florida 32802

United Fresh Fruit and Vegetable
Association
1019 19th Street, N. W.
Washington, D. C. 20036

United Fruit Company
P. O. Box 227
Prudential Center
Boston, Massachusetts 02199

Vitamin, Inc.
401 North Michigan Avenue
Chicago, Illinois 60611

Vitamin Information Bureau, Inc.
383 Madison Avenue
New York, New York 10017

Washington State Apple Commission
511 Second Avenue W.
Seattle, Washington 98119

Western Growers Association
3091 Wilshire Boulevard
Los Angeles, California 90005

Weight Watchers International, Inc.
800 Community Drive
Manhasset, New York 11030

Wheat Flour Institute
600 Maryland Ave., S.W.
Suite 305W
Washington, DC 20024

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